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Cather-Pound Redesign

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Cather - Pound Redesign

by

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A Terminal Project

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Abstract

Cather Pound - Redesign addresses the redevelopment of the Cather Pound Residence Complex located on north 17th Street on the University of Nebraska, Lincoln campus. These upperclassmen dormitories were hastily built in the 1960's during a period of rapid growth for the university. These corridor style dorms were originally designed for double occupancy, but are now more often used by only one student. As our student culture changes the university is building more popular suite and apartment style residences. The archaic nature of dense student housing that these new units are replacing, becomes more apparent, and thus a redesign of the Cather Pound Dorms is inevitable and necessary. In order to successfully design housing to replace these outmoded facilities, designers must understand who lives in the dorms, how they live in them, the effects of social density, and the inhabitants perception of their physical environment.

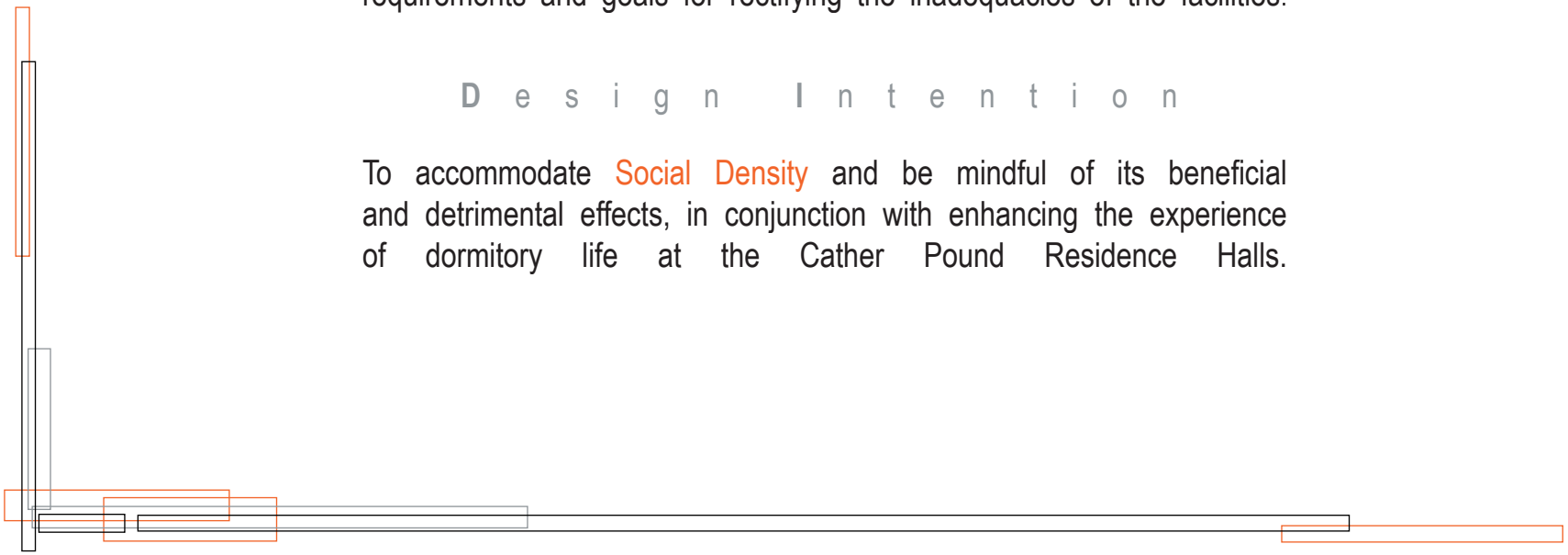
Introduction

In today's aggressive college environment, universities must provide students with any competitive edge possible. Dormitories can be that edge. They affect the college experience, whether positive or negative, and should be considered atrical in every student's educational goals. The Cather and Pound Dormitories were commissioned in 1963 out of necessity of overcrowding, not as a part of enhanced higher education. This was clearly expressed by its residence' less than one year after opening, as complaining about the facilities were prevalent. Yet in the last forty years, the university has taken little or no steps to rectify the problems that exist within these residence halls.

As the number of single rooms requested and new "apartment" style dormitories rise, Cather and Pound are in danger of becoming obsolete. The following program will show the history and research that outline the fundamental problems existing within the building as well as performance requirements and goals for rectifying the inadequacies of the facilities.

Design Intention

To accommodate Social Density and be mindful of its beneficial and detrimental effects, in conjunction with enhancing the experience of dormitory life at the Cather Pound Residence Halls.



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The Early Years

In 1869, two years before it was even a state (1871), the people of Nebraska took advantage of the Morrill Act, establishing the University of Nebraska. This did not establish residence halls though. Most students lived in housing throughout the City or as we know it today "off campus" private housing. Men were permitted to live where and as they pleased in fraternities, depression cooperatives, or boarding houses. There options where usually unsavory. Living quarters where cockroach infested firetraps that to us today would be unlivable. The university did not appear to be concerned about there conditions at the time and did not support any housing for men. Women on the other hand, as per the times, were restricted by the Office of the Dean of Woman as to where they could live. The office established standards for woman's housing, making sure they were clean and habitable. This did not mean they were pleasant. The first woman's dorm, Hayes Hall (1906) on Twelfth & Q Streets, was privately owned w/ meals available. By 1912 Hayes Hall was developed into a general hotel while homes near the chancellor's house were outfitted as replacements. Cooperative housing for woman was available under the protection of the University: Howard Hall (1932), Wilson Hall (1933), and Rosa Bouton Hall (1936).

The quadrangle between Teachers Collage and Andrews Halls. Currently the addition to Love Library is located on the site.

The first actual University owned and operated dorm was the Carrie Belle Raymond Hall. It was opened in 1932 at a cost of one hundred thousand dollars as the first in a large complex. The dorm was open only to woman as the university still did not see men's quarters as an issue. Breakfast and Dinner were served at the Temple Building for ten cents and twenty five cents respectively. Selleck Quadrangle, an all male dorm, was constructed in 1954 on the site of several dilapidated boardinghouses.

Expansion of Housing

Due to "Baby Boomers" of the war era enrollment around the 1960 sharply increase to over 10,000 students causing an acute housing shortage on campus. The university took action, commissioning in haste two dorms, the Cather and Pound Residence Halls, and renting out four floors at the Capital hotel (as a male resident hall). This coincided with the planning of Abel and Sandoz Residence Halls, which were completed in 1965. All of these dorms seamed to be failures from the beginning.

Cather and Pound received student complaints just after they were opened in 1964, while trash chute fires and vandalism plagued Abel in 1965 before it was even completed. These "impersonal" dorms were touted as breeding grounds of destructiveness by the Dean of students. This did not stop the university from building more "warehouses" as the critics called them. In 1966 three contracts were awarded for some of the most ambitiously large dorms yet: Harper, Schramm, and Smith Resident Halls. Few changes or additions occurred in the housing situation for the next four decades.

Louise Pound graduated with a degree in English philology in 1892.

Housing of Today

In recent years, new dorms have reflected a change in the traditional dorm design. The university has departed from the standard "double" or "single" rooms. In following the national trend, they are now constructing "apartment" style dorms. Here students live in groups of two and four sharing bathrooms, kitchenettes, and common living spaces, but still retaining a private bedroom. The first of these catered toward a specific group. In the fall of 2002 the University opened the Koffman Residence Hall. The dorm was open only to students enrolled in the highly competitive J.D. Edwards Program. The residence are all dual majoring in Computer Science and Business, and have full ride scholarships. In 2004, to the north of Cather Hall on 17th street, Husker Courtyards opened, followed in 2005 by the Husker Villas. These dorms are all geared toward students who prefer an off campus living lifestyle w/ the convenience of on campus location.

In late 1998 the University of Nebraska commissioned BVH Architects to complete a master plan of the Lincoln City Campus. It identified a total of fifteen campus wide concepts. While correct the concepts present a limited factual picture of campus. Its Macro concepts are basic and do not break down into the Micro scale. In addition, the Master Plan makes no attempt to analyze the campus essence, how it is perceived, or its current state of success or failure. Four of the fifteen concepts in BVH's plan have a strong impact on the Cather Pound Residence Halls. These concepts are:

Campus Gathering Points
Potential Development Sites
Pedestrian Circulation Corridors
City Campus Automobile Access

The master plan denotes several locations on campus as places for students to gather. One such place is to the west of Cather Pound along 16th street from "R" to Vine Streets. Many students live along this thoroughfare and are always coming and going, creating a high energy level. While an excellent transient space, it is not often used as a gathering point. There are no greens or nodes for student to meet up at. The majority of front yards are privately owned by Greek Housing, thus only allowing a small portion of the campus population gather. The Campus master plan fails to truly understand the essence of a place. It merely labels a space without providing the elements within the space to make it work.

Potential Development Sites:

To the east of Cather Pound complex the master plan denotes a space for potential development. Currently sport fields and parking lots occupy the area. The projected ideal campus layout of the Master plan, calls for a massive building complex. These new complexes will match the scale of the Cather Pound Complex and reinforce a distinct juxtaposition between new and old campus sections. If the development occurs, without being scaled down, it will polarize the campus and cohesion will be lost.

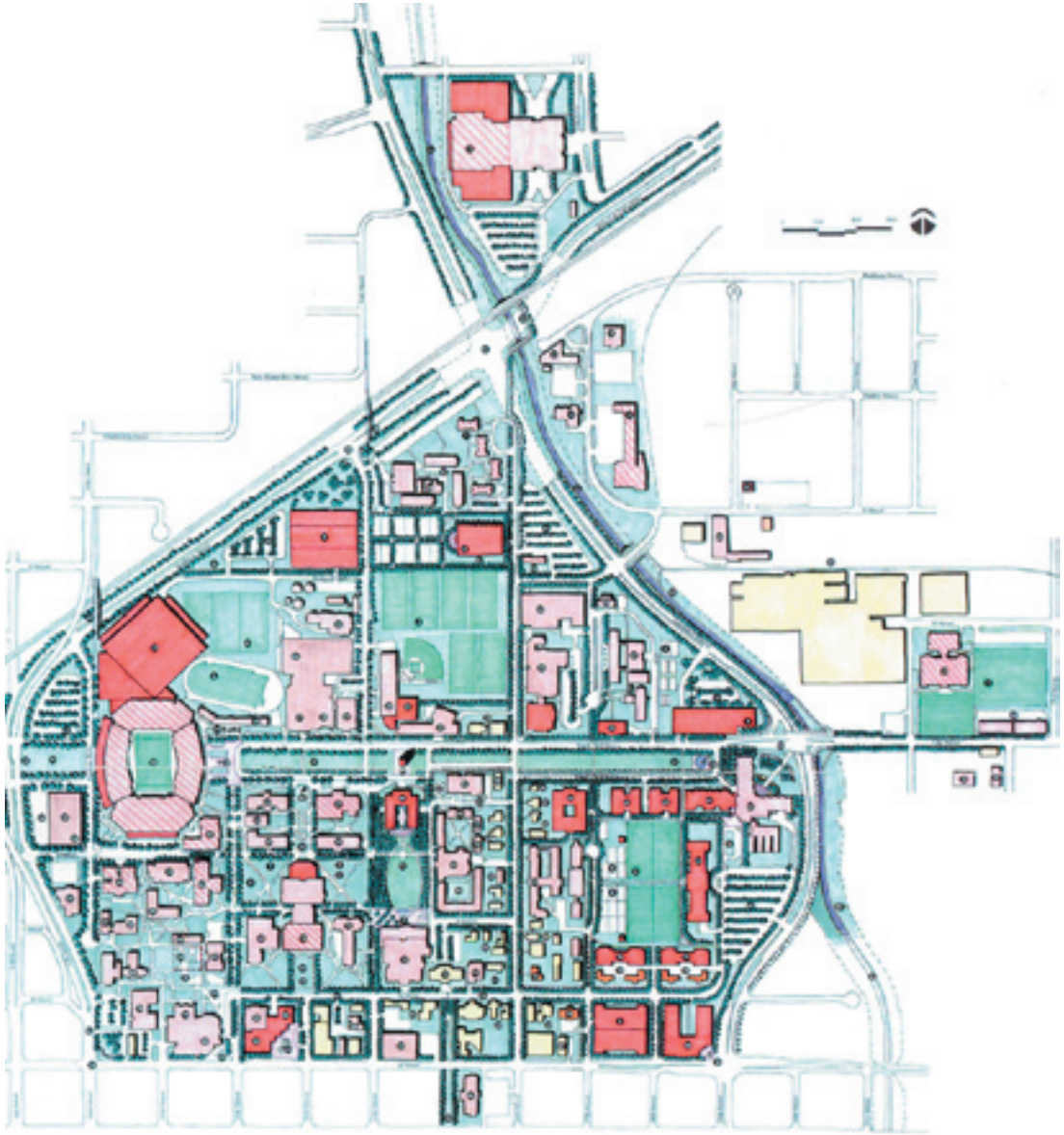
Pedestrian Circulation Corridors:

Pedestrian traffic can be related to a system of streams and rivers. The master plan does a good job of understand the major pedestrian routs or rivers on campus, but fails to address the tributaries that feed into these rivers. With major parking lots and a large research facility to the east of Cather Pound there is a heavy pedestrian stream running directly through the Complex.

City Campus Automobile Access:

One concept the master plan does address well on a macro and micro scale is the Antelope Valley Project and the automobile vs. pedestrian traffic importance. On the macro scale the Antelope Valley Project creates a by-pass that skirts major vehicular traffic to the outer edges of campus. On the micro scale the master plan respects the grid which establishes the City campus (comes from the Lincoln city grid). Minor modifications are proposed to scale back or increase streets on the grid. The reduction in size of 17th street in front of Cather Pound will create a more peaceful and safe environment for pedestrian traffic that commonly crosses from the sports fields and parking lots.

City Campus Master Plan



Political Location:

Nationally: State of Nebraska

Regionally: Lancaster County

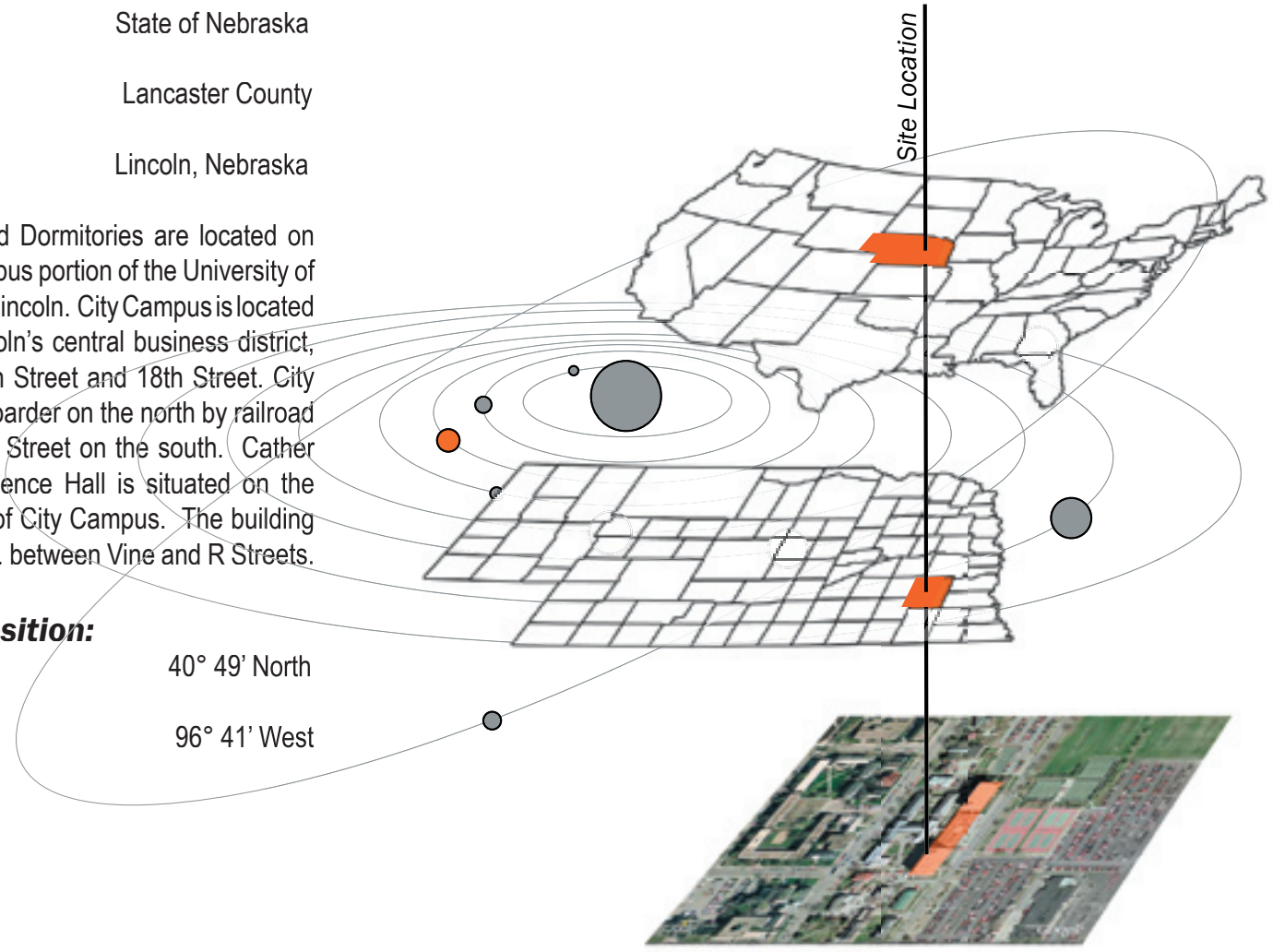
Locally: Lincoln, Nebraska

Cather Pound Dormitories are located on the City Campus portion of the University of Nebraska at Lincoln. City Campus is located north of Lincoln's central business district, between 10th Street and 18th Street. City Campus is boarder on the north by railroad tracks and R Street on the south. Cather Pound Residence Hall is situated on the eastern half of City Campus. The building faces 17th St. between Vine and R Streets.

Global Position:

Longitude: 40° 49' North

Latitude: 96° 41' West



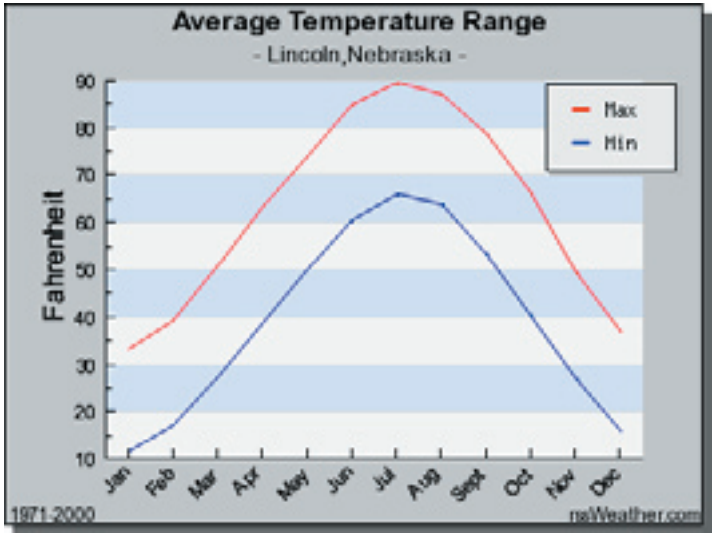
Climatic Description

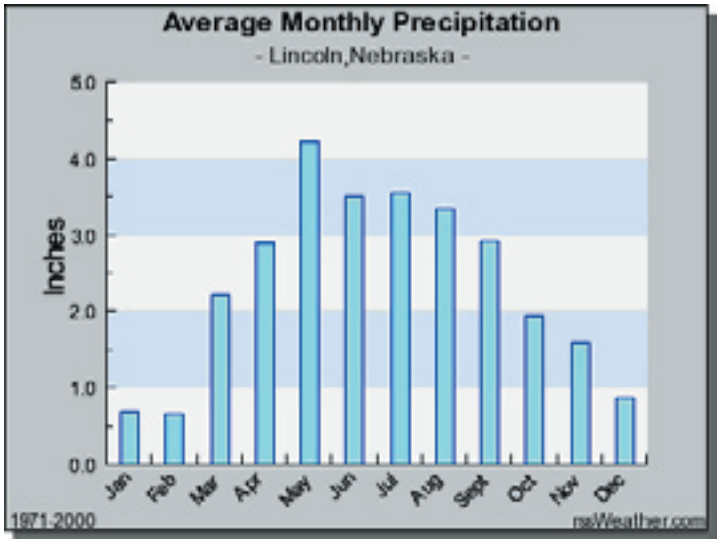
Lincoln, Nebraska has a typical Continental Climate. Seasonal variations in temperature occur with each of the four seasons, spring, summer, fall, and winter. Typical of most Midwest states the highs and lows come in winter and summer.

In winter the average low temperatures are 11.5° Fahrenheit and in the summer month the average high temperature is 89.6° Fahrenheit, with one or two weeks upwards of 100° Fahrenheit.

Yearly precipitation in Nebraska averages 28.37 inches of moisture. The month of May receives the most at 4.23 inches of moisture. During a typical winter Lincoln will receive 11.6 inches of snow.

During the late summer months (August) the sun typical shines 70% of the time with the average solar angle at noon being 60°. This often makes for very hot days. The sun will rise and set about 30° north of due east and west respectively making it difficult to calculate shadows. In winter months (December) the sun typical shines 52%of the time with a solar angle of 26°.

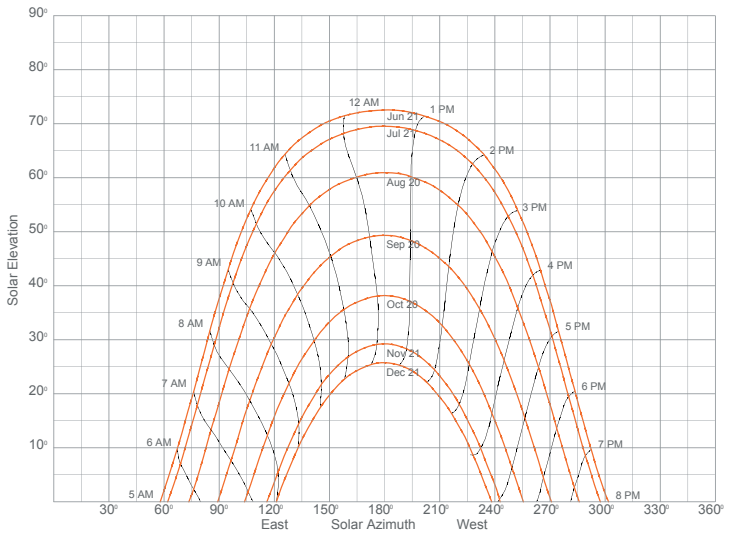




The average wind speed for Nebraska is 14.3 miles per hour. This fact helps rank the region fifth in the US for total number of tornadoes at 39 per year. June is the peak month for tornado activity.

Application:

The orientation of the Cather Pound Complex does not respect the Nebraska environment. It was built with the long access of the building aligned north to south. This leaves the major facades of the buildings exposed to the harsthest elements. When the western sun hits the building low on the horizon it creates an unforgiving direct heat that the building is not protected from. In addition the beneficial southern sun exposure that could be heating the building is limited to the smallest area of the building.



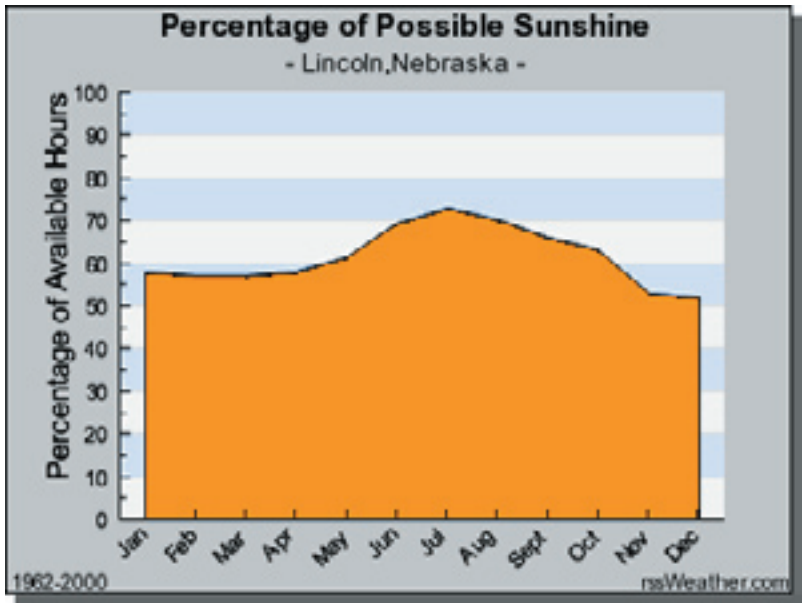
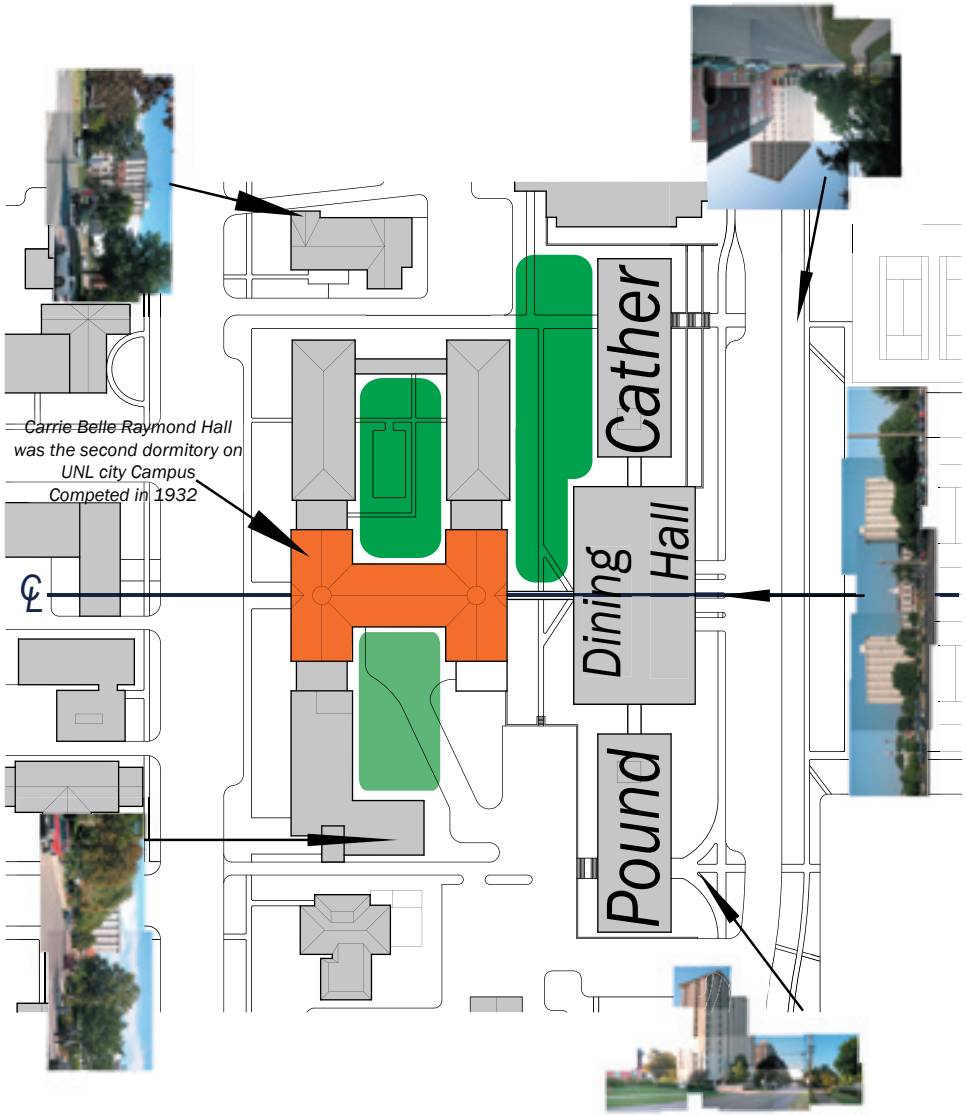


Photo Documentation

Views into the Site

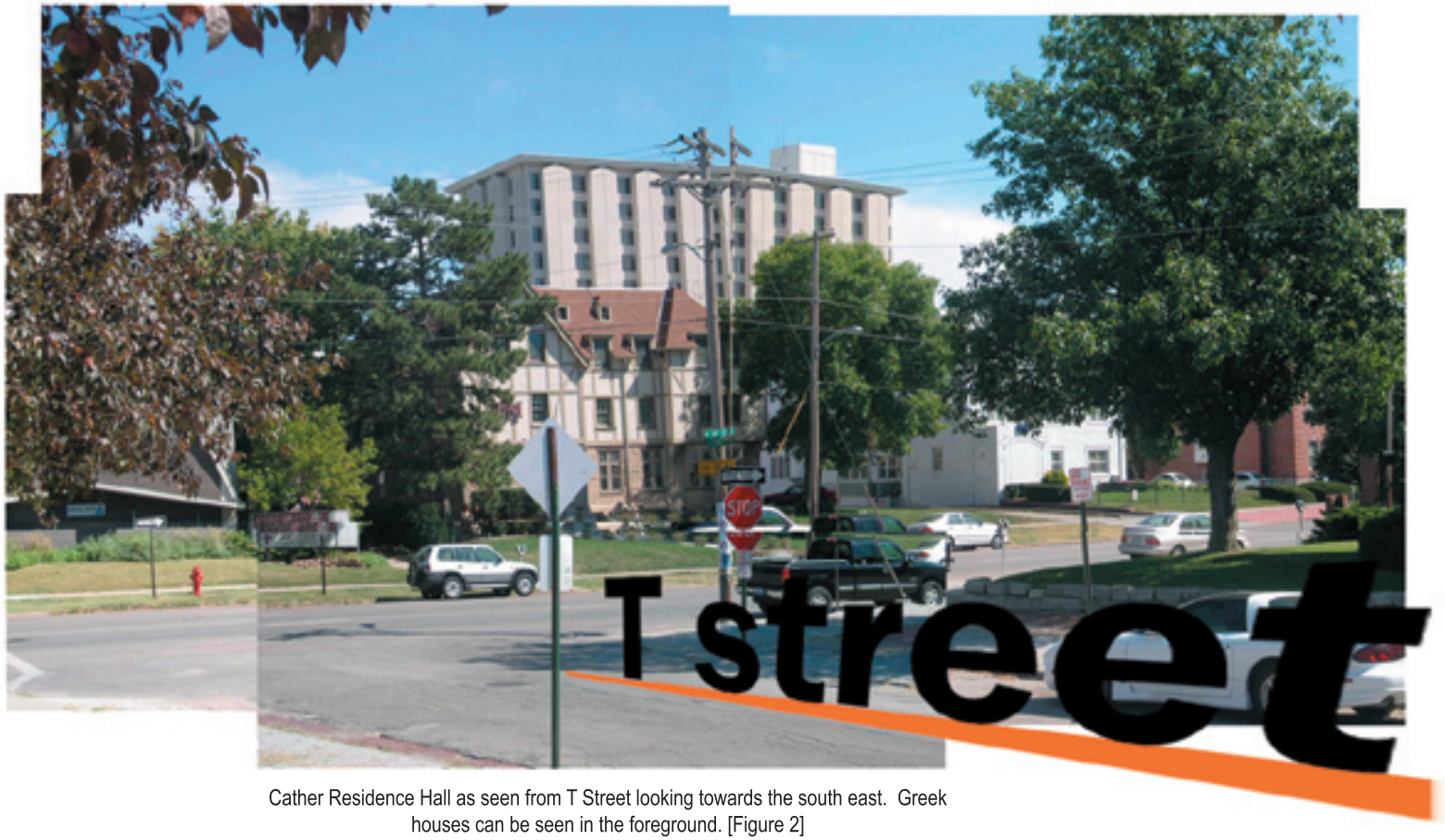
Legend

- Historical Building
- Buildings
- Green Space
- Proposed Green Space
- Direction of View



Looking to the east this view is usually seen by students as they return to the dorms, from campus. In the center, above the trees, is Pound Residence Hall. To the left behind the trees is Selleck, not shown and to the right are two Greek houses, also not shown. [Figure 1]

Photo Documentation



Cather Residence Hall as seen from T Street looking towards the south east. Greek houses can be seen in the foreground. [Figure 2]

This is the south elevation of Pound Residence Hall looking between two Greek houses. Figure 1-3 are views looking from campus towards Cather Pound Dormitories. In each of the three views, the dormitories are seen only as back ground elements. This is due to the physical density of the UNL campus. [Figure 3]

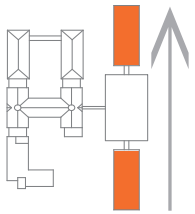
Looking west reveals the most complete elevation of the Cather Pound Complex. Left to right are: Pound Residence Hall, CPN Dining Hall [low building], and Cather Residence Hall

Application:

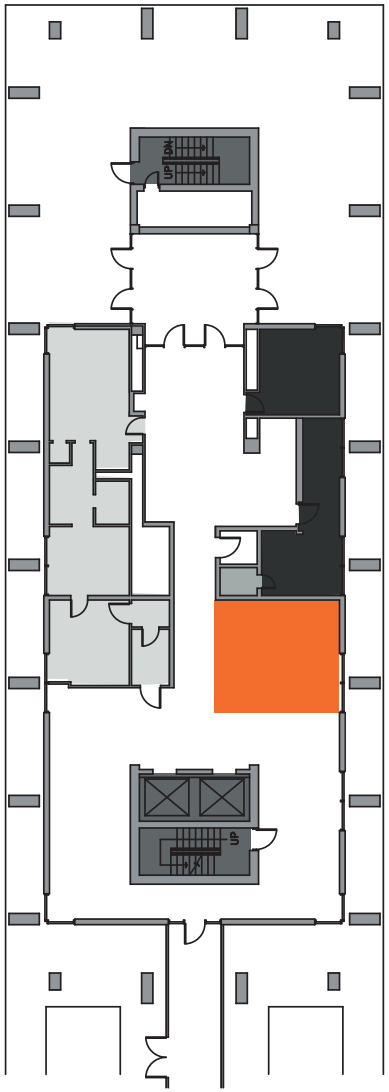
From this vista the scale of the Cather Pound Complex is overwhelming for the context in which it is placed. The massive buildings act as a proverbial “book end” for the campus fabric making the sport fields disassociated from the campus. Currently the University is planning on developing the parking areas as research facilities. If these new buildings are to become part of the campus, they must reflect the scale of the campus and not the Cather Pound Dorms. The Cather Pound Complex needs to be reduced in scale through the articulation of the facade or it will create a division between old and new.

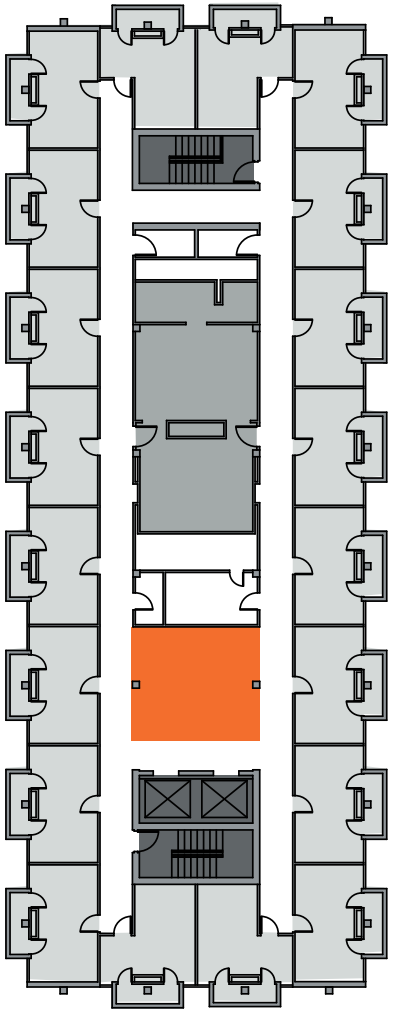
Floor Plans Legend

- Public Space
- Residences
- Restrooms
- Vertical Circulation
- Administration Offices



Typical floor plans for the Cather Pound dormitories.

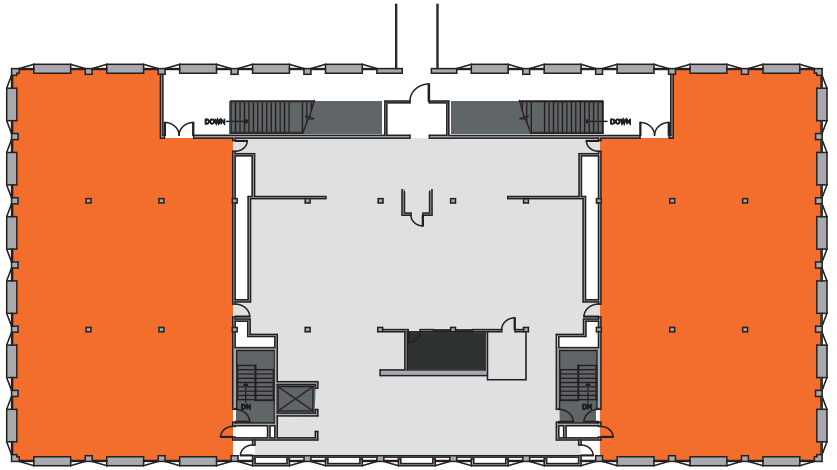


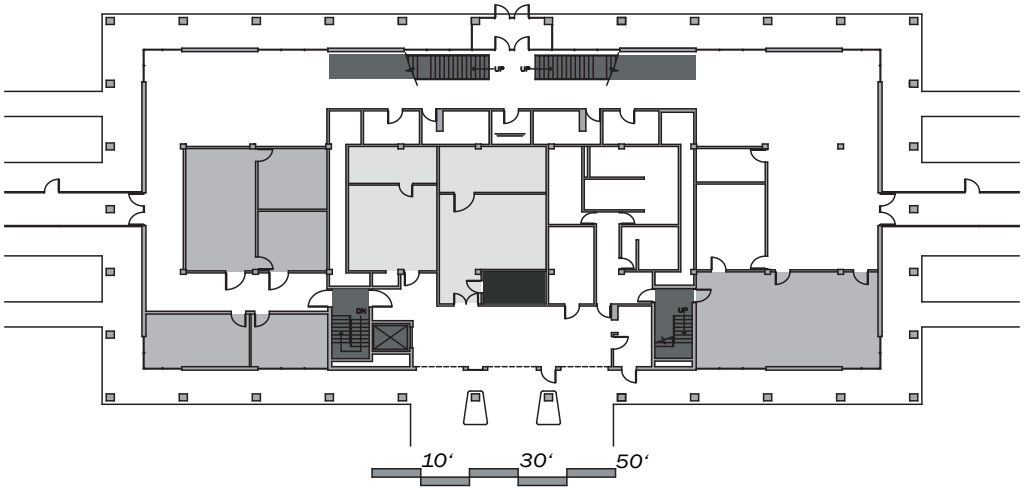


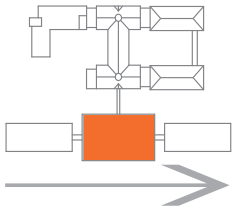
10‘ 30‘ 50‘

Floor Plans Legend

- Cafeteria
- Kitchen and Food Storage
- Education Spaces
- Vertical Circulation
- Administration Offices







Looking south along 17th St.

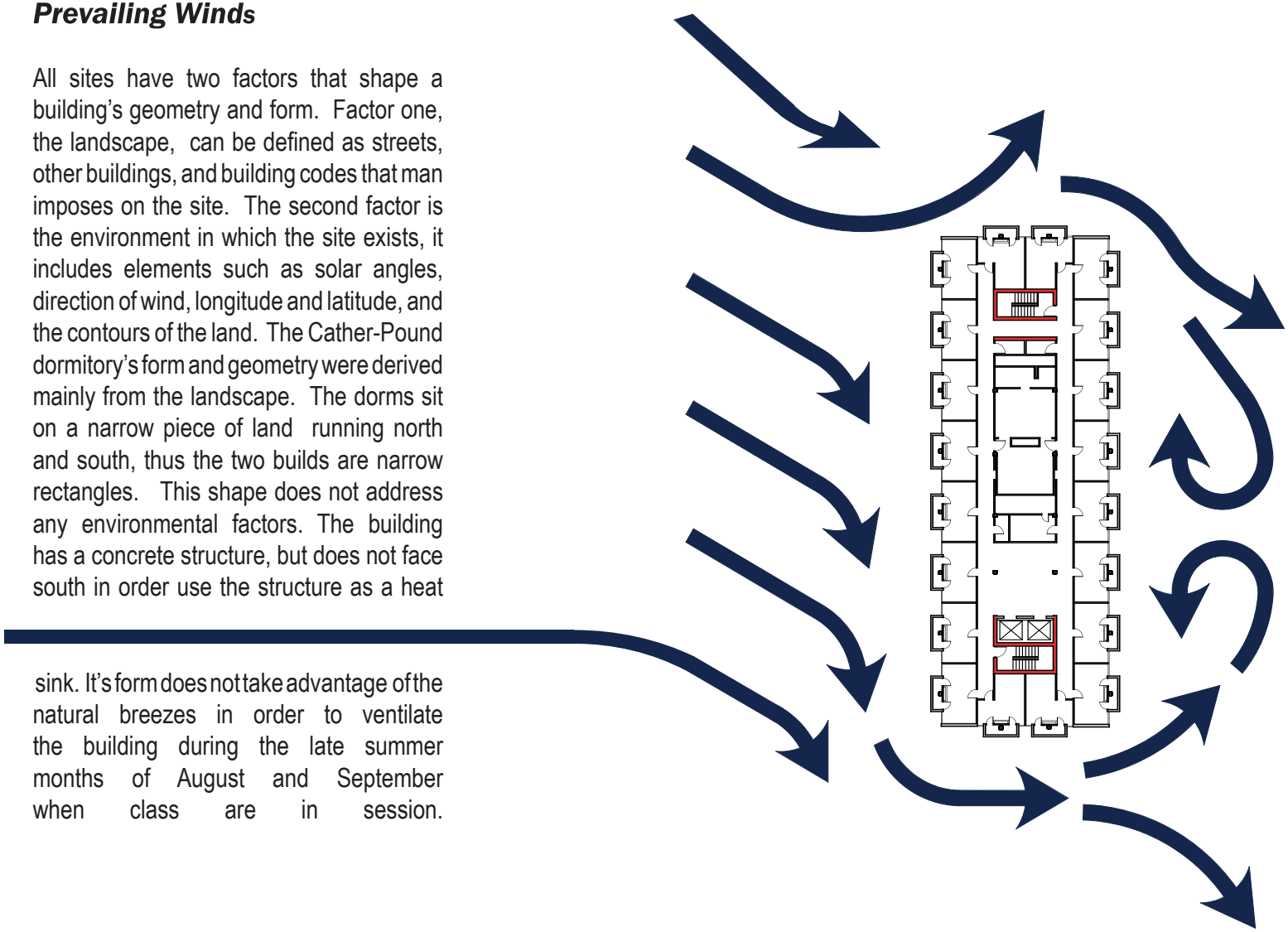
Looking east from the 10th floor of Old Father Hall

Figure Ground Legend

- Residence Halls
- Dining Halls
- Greek Houses
- University Buildings
- Religious Institutions

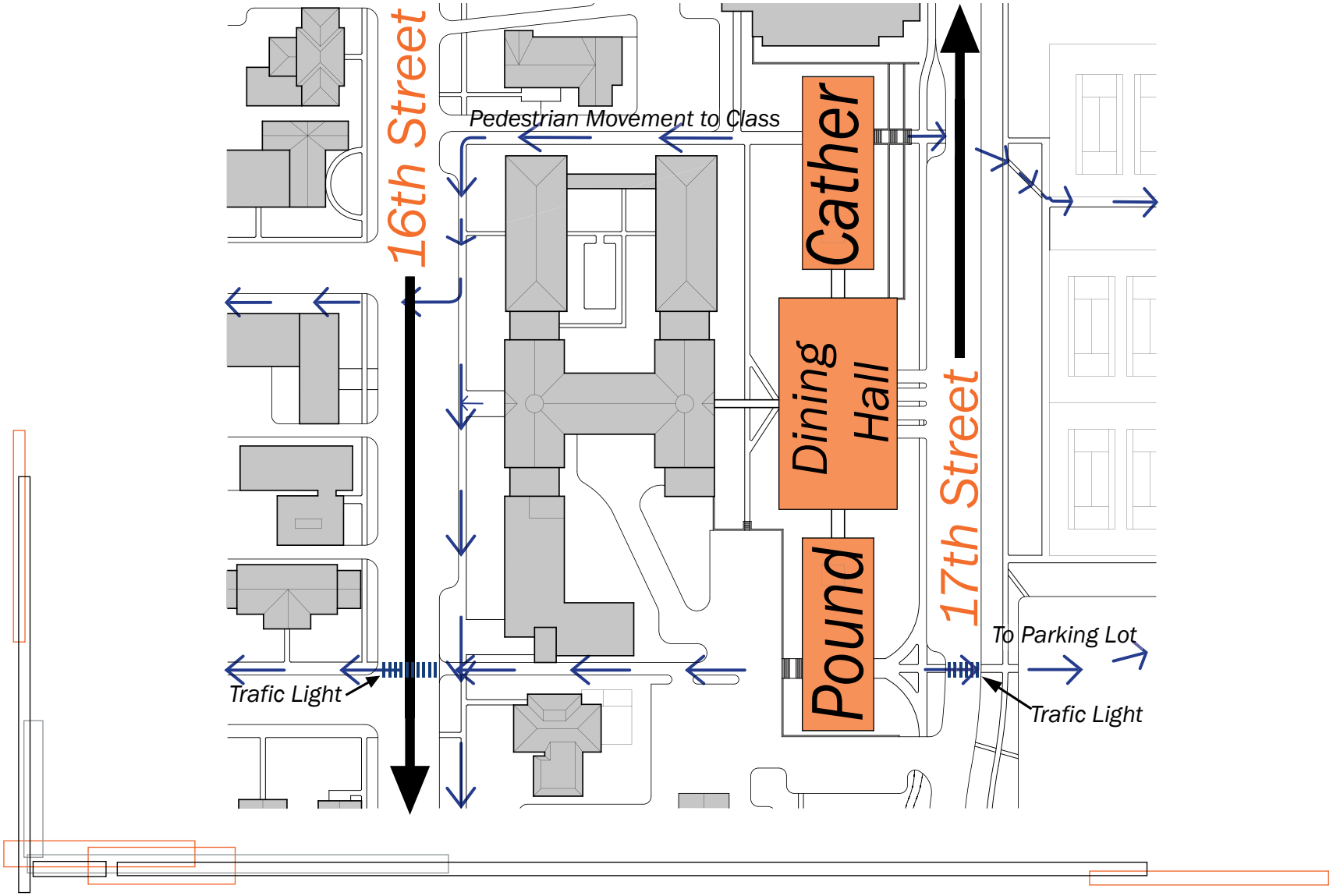
Prevailing Winds

All sites have two factors that shape a building's geometry and form. Factor one, the landscape, can be defined as streets, other buildings, and building codes that man imposes on the site. The second factor is the environment in which the site exists, it includes elements such as solar angles, direction of wind, longitude and latitude, and the contours of the land. The Cather-Pound dormitory's form and geometry were derived mainly from the landscape. The dorms sit on a narrow piece of land running north and south, thus the two builds are narrow rectangles. This shape does not address any environmental factors. The building has a concrete structure, but does not face south in order use the structure as a heat sink. It's form does not take advantage of the natural breezes in order to ventilate the building during the late summer months of August and September when class are in session.



Site Analysis

Traffic heads south on 17th street and north on 16th street. The volume of traffic on 16th is 19,000 average daily traffic. This combined with the pedestrian traffic crossing the create increased congestion.



The book, A Pattern Language, is a collection of patterns commonly found in architecture. Using this book, I have identified several patterns that relate to the Cather Pound complex and surrounding areas. These patterns are as follows (as numbered in the book):

54. ***Road Crossings***
55. ***Raised Walk***
56. ***Bike Paths and Racks***
60. ***Accessible Green***
67. ***Common Land***
69. ***Public Outdoor Room***
92. ***Bus Stop***
106. ***Positive Outdoor Space***
114. ***Hierarchy of Open Space***

After identifying these patterns, I analyzed them using, The Oregon Experiment, as a guide. Starting with a site map of the area, each pattern is broken down into three levels: Existing, Existing but may require some repair or alteration, and Non-existing. Each one of these is identified on the map and further notation is made about each specific locations or occurrence. See [Appendix B] for an analysis of the site using the patterns.

Application:

Each section of the site analysis give valuable information, including general facts and information and especially helpful in expressing the pedestrian transit and gathering areas When all of the site analysis for the Cather Pound Complex is taken into account the information can be coagulated into a whole picture. This gives us a better understanding of its strengths and weaknesses. The picture also shows how to design the site to make it work where it does not and enhance where it already does.

The user profile for the Cather Pound Complex, with the exception of international status, follows a fairly typical pattern of economic background, class status, preferred living arrangement, and personality type.

Within the Cather Pound Residence Halls, Cather is considered an international dorm, although it is a small percentage of the residence living there. Most international students living there are Asian with a few European students mixed in.

Cather Pound Residence Halls house on average a little over 400 students combined. Cather and Pound each have roughly a 50/50 split of males to females, with Cather having slightly more males than females. Most students come from a middle class background which edges toward the lower middle class. As an upperclassman dorm students living here have spent at least one year as a student in another dorm, thus eliminating the problems of initial separation anxiety that occurs with freshman. Students prefer to live in single rooms instead of having roommates, although there are some exceptions, and most tend to be introverted personality types.

User Profile

During the research portion of programming for my thesis, it was necessary to complete a survey in order to test the validity of my assumptions about to the issues I am choosing to address in the programming for the Cather Pound Dormitories. The following is a summary of the survey process and outcome, an explanation of the questions chosen, and an analysis of the results.

On Thursday August 25, 2005 from 11 am to 2:30 pm I conducted a survey entitled, University of Nebraska, Lincoln, Cather-Pound Thesis Project. The survey was aimed at current residence of the Cather-Pound Residence Hall (these students as residence have lived in the dormitory system for one or more years), and was thus completed half in the lobby of Cather and half in the lobby of Pound. No credence was given to race, age, or sex when handing out surveys. All residence entering the dormitory where given the opportunity to complete a survey (students leaving the dorms where not considered in order to increase the amount of serious response to the survey, students leaving might have prior engagements that could cause decreased critical response due to time constraints).

Fifty Residence resident opted to take the survey, (25) male and (25) female, each was handed a double sided questionnaire and pen. They were told the following: the survey was for a thesis project, how many questions it consisted of, what my major is, and that I was trying to understand the student culture of the dorms. The survey consisted of twenty multiple choice questions with some "write-in" options. Students where permitted to choose as many answers per question as they needed. The question where as follows:

1. Do you live on a

Male floor	25
Female floor	25

2. Why do you live in the Dorms?

Location	26
Friends	14
Cost	13
No other option available	11

3. What change would you like to see made to your dorms room?

Larger room	29
More storage space	11
New dining hall (similar to Selleck)	15

4. How do you feel about the dormitory in which you live?

It feels like home	16
A place to sleep	32
A place where my friends are	8

5. Would you prefer to live in a

Single room	32
Double room	3
Apartment style dorm room	15

6. Do you prefer:

Built in furniture	13
Movable furniture	37

7. How do you feel about the noise level in the dormitories?

Enjoy hearing what others are saying	13
It does not affect me	37
The noise is too loud and I want to move out	3

8. Which one would you prefer to have in your dorm room?

A kitchenette	10
A bathroom	40

9. What causes you to choose the floor in which you live on?

Ease of access	11
Views	4
Friends	11
The floor was assigned to me	24

10. How did you meet your college friends?

In the dorms	27
Through your major	20
Friends from high school	10
Clubs	17
Sports	5

11. Most of my friends live

On my floor	14
Live on another floor	32
Sorority or fraternity	1
Off Campus (this was an write-in)	2

12. When you and your friends get together, do you:

Talk in the hallways	8
Spend time in the lounges	9
Leave the dorms	19
Hang out in someone's room	30

13. Where do you like to study?

Dorm room	36
Library	9
Union	3
Lab/studio	3

14. Do you prefer to study:

In small groups	12
Alone in dorm room	37

15. How do you use the lounges at Cather Pound?

Just to walk through	22
Only when I am waiting for a friend	3
Study area	1
Hanging out with friends	10

16. What do you do on weeknights?

Hang out with friends	35
Study	25
Work at a job	5
Other	0

17. Which is the most important aspect of your life? Number them from 1-4, with #1 being the most important.

Work	(#1)1	(#2)4	(#3)29	(#4)9
Friends	(#1)13	(#2)26	(#3)8	(#4)2
School	(#1)26	(#2)15	(#3)7	(#4)0
Other	(#1)9	(#2)4	(#3)4	(#4)38

18. During meal time, do you prefer to eat?

With current friends	34
Alone	10
Grab and go	2
New friends	2

19. While dining, do you

Watch TV	22
Like a quiet area	10
Sit by a window	14

20. Where do you eat most of your meals?

Cather Pound Neihardt	30
Selleck	17
Dorm room	0

In order to initiate my thesis project I have made some hypothesis based on my personal experience of living in the Cather Residence Hall for six years, a book entitled "Dorms at Berkeley and Environmental Analysis", See [Appendix E] and other miscellaneous sources. My questions in this survey have shed further light on these assumptions about dorm culture including community/ interactions, privacy, personal identity or expression, study habits, dining experiences, and personality types. Some answers proved my initial thoughts to be correct for the Cather-Pound residence and some were proven incorrect, but many simply raised more questions or further analysis thru combinations of answers.

Student Community/ Interactions

When discussing the student community and interactions, my initial perception was of a distinct lack thereof. This was reinforced when out of, fifty students asked, "Why do you live in the dorms" (question #2), 26 students said location. It is important to note that all Cather-Pound residence have selected this dorm out of all the others as an upper classman dorm. This indicates that most did not move here because they wanted to be with friends, but to be closer to their classes or the center of campus, indicating the center of community to be an alternate location. This is also reinforced by questions #5 and #8, which indicated a preference for single rooms and private bathrooms facilities. It is interesting to note that question #10 indicates an underlying desire and possibility for community.

Privacy Issue

Privacy seems to be an issue that is not all that much of an issue. Not surprisingly questions #5 and #8 indicate a need for privacy in personal matters such as personal space and hygiene. On the other hand it was surprising that in a dorm where there is no acoustical privacy, over half felt that noise in Cather-Pound (question #7) was not a problem, and over a quarter enjoy hearing others talking.

Personal identity or Expression

When asked, "How do you feel about the dorms in which you live in" (question #4), thirty-two out of fifty, felt that the dorms where merely a place to sleep, not a home, or even where friends where at. A home is a place to express who you are, but the answers would indicate that residence do not feel comfortable in this way.

Study Habits

A majority of respondents felt that school was the most important aspect of their lives (Question #17). Thus study habits play a key role in there experience in the residence halls. Over half study during the

week alone in their room (Question #16, #14). This could be due to the lack of other practical locations in Cather-Pound to study.

Personality Types

According to the book, Dorms at Berkeley, there are four different personality types: Academic, Collegiate, Vocational, Non-Conformist. Questions #16 and #17 show Academic and Vocational personalities to be most prevalent in Cather-Pound. These personality types tend to prevent the establishment of community involvement. It is interesting to note thought that the known Resident Advisors who took the survey tended to be Collegiate personalities, a key requirement for the establishment of community.

Dining Experiences

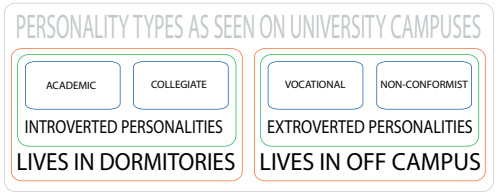
While most students preferred to eat meals with current friends, almost none felt it was a time to make new friends (Question #18). This appears to somewhat contradict Question #19 that indicated almost half liked to watch television while eating, a somewhat anti-social activity. Distance is also a key factor in student habits, while better dining facilities are available, a majority of students would rather remain close by in the adjacent cafeteria. See [Appendix C] for survey.

Conceptual Narrative

A young woman is sitting in the last class of the day and the professor has just looked down at his watch. The young woman realizes the class is coming to a close, and checks to see how much time is actually left, looking at her phone she sighs, three minutes to go! As she looks down at her phone, the comforting sounds of others, quietly packing to go, arises. As she follows suit, her mind falls off to the day's events. Taking one last look at her planner, she realizes, this is Thursday, the final chemistry test is tomorrow @ 10:30am and the study group agreed to meet at 9:00pm tonight, but tonight is cheap beer night at the bar and her friends say that the guy she hit it off with at the party last weekend will be there. Standing to leave thinks "crap" …

According to, Dorms at Berkeley: an environmental analysis, a study of dorm life, there are four types of student personalities: academic, collegiate, vocational, and non-conformist. Of these four types the academic and vocational are the most common personality types found in a dormitory situation. These two personality types are usually introverted and focus most of their time on academic pursuits.

The following is a narrative, trailing the journey of a typical resident of a college dormitory from class to the residence hall.



As the young woman leaves class she falls into the peaceful familiar trip back to the dorms. Still deliberating the evening events as she leaves the class the young woman drifts off looking at the crisp fall evening. She passes the Selleck Dormitories on the southern side and her path is suddenly flooded by rays of warm sunlight that bounce off the leaves covering the sidewalk and wash the walls of Selleck's red brick. She crunches through the fallen leaves thinking, "I love that sound".

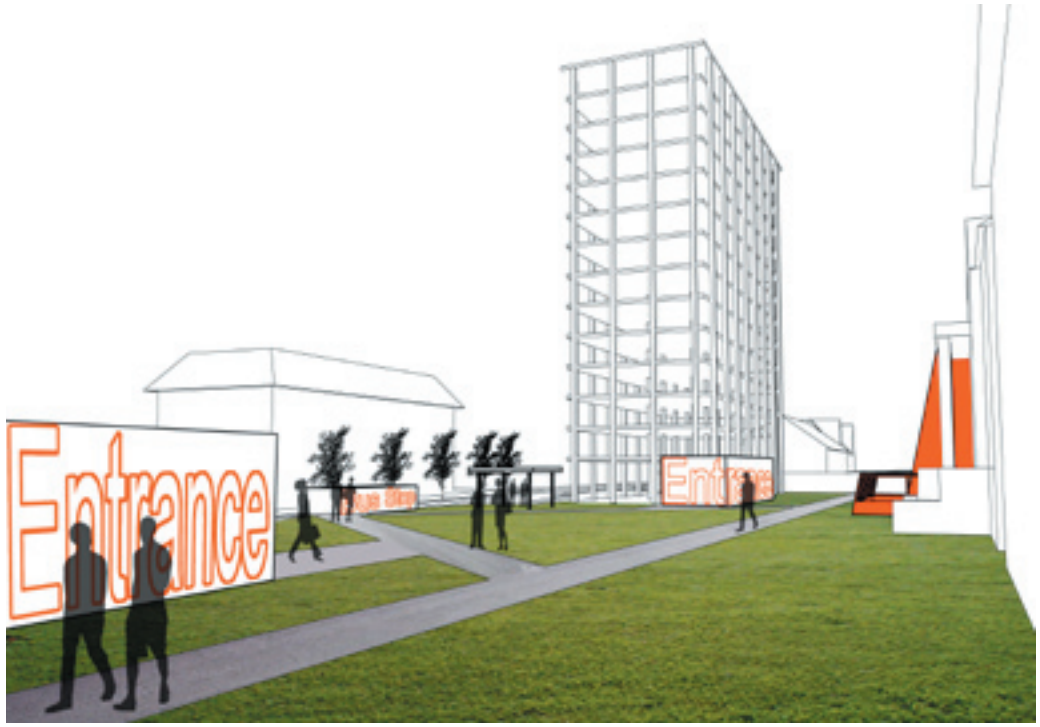
The natural environment is often soothing to the human spirit. This is indicated through many of Christopher Alexander's patterns in, A Pattern Language. In particular, number two hundred, fifty, entitled, Warm Colors, tries to understand the relationship between colors and human emotion. The pattern relates the idea that different types of natural light, indirect, direct, southern, and northern, to name a few, bring out many human emotions. Humans tend to gravitate to outdoor spaces to envelope themselves in the light. Whether in the shade or basking in the sun, light, or the absence of light, can alter, or compliment our moods.

She slowly comes back to reality though with the distant sound of her name. Laura, from her chemistry study group, is calling for her to slow down, "or I can wear the new shirt to study group". "Are you coming to cram with the rest of us tonight?" asks Laura. "I don't know some of my friends are going out tonight and I really want to go", says the young woman, "What time is it again?" "9pm", the girl replies, "I hope you can make it, I need some helps with the formulas and you really did well on the last quiz, oh that's me over there I'll see you tonight". Laura turns to go as the young woman replies, "maybe, if not good luck."

Walking on she comes to the 16th Street crosswalk and notices her RA , Rachel.

Over the last three years Rachel had become more of a friend than an RA and talking to her was always nice because she did most of the talking. Rachel always had endless questions to ask and topics to talk about. "Rachel!" calls out the young woman, "wait up." Rachel turns around and smiles, "hey what's up, I haven't seen you on the floor lately, I missed you last week, did you catch the last episode of Desperate Housewives?" As they cross the street the conversation continues to move on to all the days events of the last week.

Nearing the dormitories, the aroma's of dinner get stronger. "Hmmm, good smell or bad smell" asks Rachel. "I'll have to take a look before I decide, the menu should be on-line, do you think the rest of the floor has gone to dinner yet?" asks the young woman. "I hope so", says Rachel, sometimes I get tired of being with all of them, there are kind of winey." They both slow down without thinking, savoring the last few moments of the walk home before entering the bustling residence hall where they live. Entering the dorm lobby they pass parents in the waiting area and the desk clerk waives hello. "Oh yeah the mail", the young woman changes coarse heading for the mail boxes as Rachel says, "I'll wait".



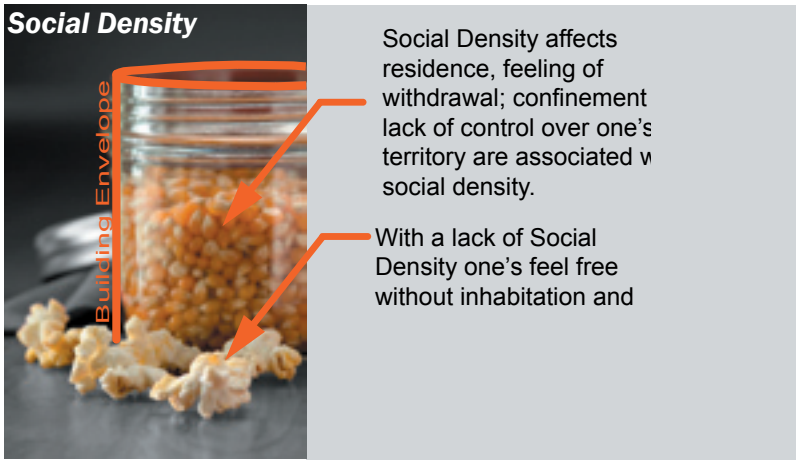
As the young woman checks her mail three other people walk over to do the same. One girl right next to her waits impatiently as she tries the combination again, "What is she doing, back off." thinks the young woman.

According to Jones Dormitory Redesign, Trinity College, a study of the renovation of a campus residence hall, in Hartford, Connecticut, dorm life subjects its residence to a high social density. Social density is the amount of interaction people are subjected to.

Conceptual Narrative

Crossing the lobby toward the elevator, a familiar face pops up. “Hey, what’s up, I haven’t seen you around lately,” it was John the unsuccessful blind date from last month, “what are you up to tonight?” Does this guy just sit around waiting for me, thinks the young woman? Rachel smiles and nudges her, “oh look it’s your knight in sloppy armor”, she says sarcastically. The young woman replies softly, “sweet, but he isn’t my type”. “Oh, John, I didn’t see you sitting there, how are you?” “Good, yourself?” “Not bad, busy though. Lots of tests to study for, finals you know.” “Yeah, I have a few too, so what about tonight are you busy?” The elevator dings behind him, as the young woman replies, “Nice of you to ask, but I already have plans, all that studying you know, got to go, see yah!” Saved by the elevator, the two girls step on and waive goodbye. Sighing, “thank god he didn’t follow us”, she says out loud to Rachel. As the elevator starts to move the two girls start to recount the recent state of dating on campus, but are interrupted by the ding of the elevator. The doors open on the third floor and a couple walks on. Briefly the four look at each other and then retreat to an uncomfortable silence. Listening to the rush of the elevator as it whisks them up to the 11th floor, all eyes are fixed on the small numbers over the door, 8th, 9th, 10th, tension builds with every passing floor, 11th. A sense of relief waves over the four as Rachel and the young woman step onto their floor. Behind them the couple begins to talk as the doors close them in.

A lack of control is associated with social density. Control, refers to a persons ability to choose who, when, how many times, and where they interact with others. Regardless of personality type, whether introverted or extroverted, when people cannot control there social interactions often causes stress and uncomfortable situations. An elevator, as the story above recounts, is one of the post social dense situations. From a pool of over two hundred possible people in the building anyone can step onto the elevator at any given floor. A person in the elevator cannot control nor predict when, where, who, or how many might get on with them. Introverted people simply shut down and don’t know what to do or say, or even where to stand in the elevator. Extroverted people feel as though they should interact, but don’t have an escape it the others reject the interaction. This forced interaction, or non-interaction can be highly stressfully. Thus most choose to pretend that the others are not there. No one makes eye contact, talks, or even moves because it has less social consequences.



The sounds of music and TV greet the two girls as the doors open onto their floor. A strange guy passes them as they step off the elevator; he nods, briefly looking up as he steps on. Turning in opposite direction they say goodbye and head toward their rooms. As the young woman looks down the hall she recognizes a girl coming toward her. “Hello, remember me, we lived across the hall last year!” says the girl. Inwardly the young woman cringes, but smiles, “Yeah, good to see you” she says without stopping, “sorry I’m kind of in a hurry, I’ll catch up with you later. The young woman remembers her alright, loud music, parties, and very nosey. She just has to make it to the other end of the floor where her room is. Her door in site, she steps up the pace down the concrete hallway and passes her floor mate’s rooms, hearing only the din of music and quiet conversation behind closed doors. She passes a girl coming out of the bathroom, and another locking up to leave. Each person in turn says “Hello, how are you?”, but no one truly wants an answer, it is merely a forced gesture caused by the chance meeting.

People who experience this loss of control over social interaction tend to develop coping mechanisms. One of these mechanisms is to hide in their dorm rooms shutting the door. On the flip side, some try to be outgoing, dominating the interactive situations. Many play their music or television loud to show control over their environment.

Her key hits the knob with a familiar sound. Walking in she slips her backpack off and closes the door simultaneously before she even turns on the light. Across the room the young woman flips on the T.V. and sits down breathing a sigh of relief. Going out didn’t sound so good after all, and going to the dinning hall would just take too much effort. Finding and empty table where it would be quiet for a while just would not happen and another walk down the hall seemed exhausting. Easy-Mac and a textbook sounded much better, “at least they don’t talk”, she said to herself.

A few hours later the young woman, much more relaxed, hears a knock at the door. She opens it to see her neighbor Sarah, “My friend and I are ordering a pizza, did you want any?” “Sure, I’ve had about as much Chemistry as I can take all at once, I could use a break.” Stepping out into the hall the young woman follows Sarah to her room.

People require a balance of social interaction and solitude to survive. In the dorms, interaction occurs frequently, what is important is the control. How a resident controls this balance, interaction versus time to themselves, determines their success in the dorms. Success could be characterized by the lack of stress that a resident feels. The greater amount of control over the social interactions that occur, the less stress, the less control the greater the stress. This stress can interfere with other areas of a residence life including academics, work, relationships, and overall physical health.

Discussion

The narrative above illustrates the perception of a typical resident in the Cather Pound Dormitories. It follows a young woman on her daily routine from class to home and through the evening and reveals her perception of daily life in the dorms. In order for us to develop a built environment we must first understand it inhabitants, the people, and the environment, and how these things work together or don’t work for

that matter. Therefore this picture of her life creates a framework to work within. It has three elements: Environment, People, and Building. Each one is related to the other.

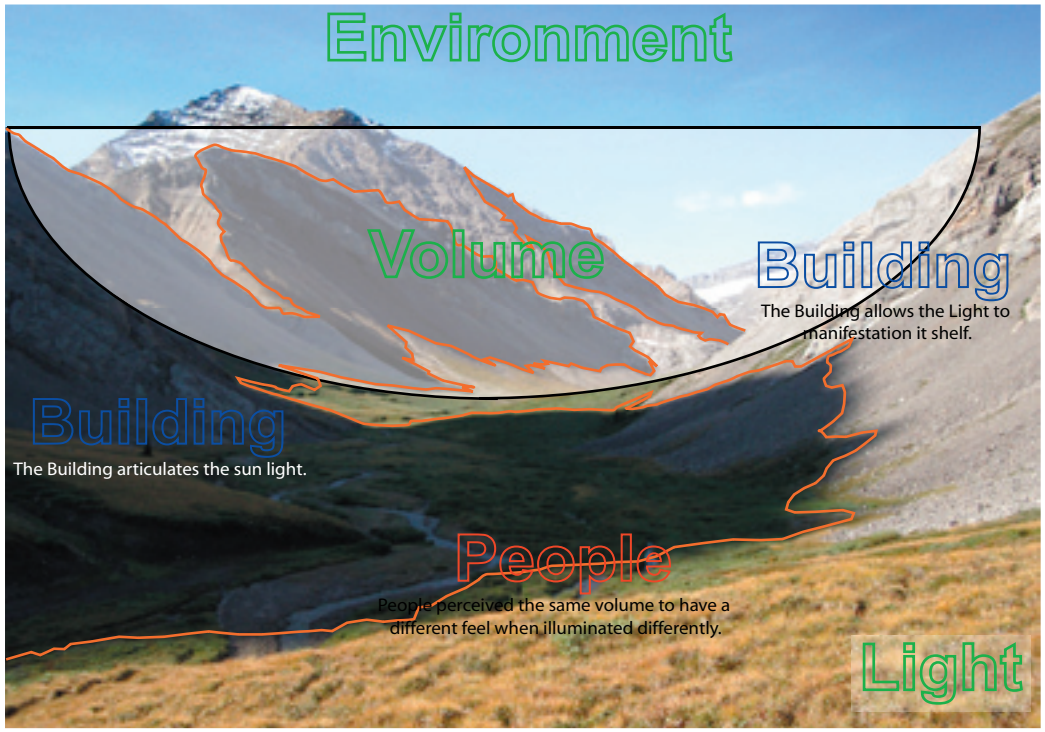
The environment relates to people thru the idea of balance. Balance creates a harmony in human life and is a place to retreat from the stresses of daily life. It engages our senses, whether it is sunlight shining down, wind through the trees, or the aroma of a season. People in tern relate to the environment through their perception of it. How they look at the sunlight, wind through the trees or aroma of a season.

People also relate to buildings through their perceptions. For example when you transition from a small hallway into a large auditorium, you feel small at first in the larger space, but as time passes your perception of the space changes as you acclimate to it. Now when you try to go back down the hallway it feels confining, while the space changes quickly your perception of self has not, causing you to feel too large for the hallway. The building itself relates to people in the form of shelter. A building can provide varying forms and degrees of shelter for humans for example a solid wall (vertical plain) provides shelter from others and defines territory. This absolute delineation of space is juxtaposed by translucent building components that provide separation while allowing the transfer of information from one side to the other; you can see the people but cannot physically interact with them.

A building articulates the environment by shaping or focusing it. Operable windows can be placed to provide maximum or minimum air flow through a building. Louvers can allow light to fall through the roof in order to highlight a specific floor pattern. The environment manifests itself on the building thru shadows, wind, and gravity amongst many factors. The building must react to all of these dynamics of nature, a structure can be placed in the shadows or become a shadow, it can be sealed against the wind or it can let it flow through, and it must stand up to the force of gravity

According to Ando architecture can only truly be understood through the senses. In the narrative above the young woman finds balance when she is walking through nature and experience it with her senses. Architecture needs to bring nature inside, and as Ando believed, make it an integral part of the built environment. Perception of the fundamental issues of dormitory life, which are social density and control of interactions, are affected by the physical environment around us. Ando said, “I believe that “architectural materials” are not limited to wood or concrete that have

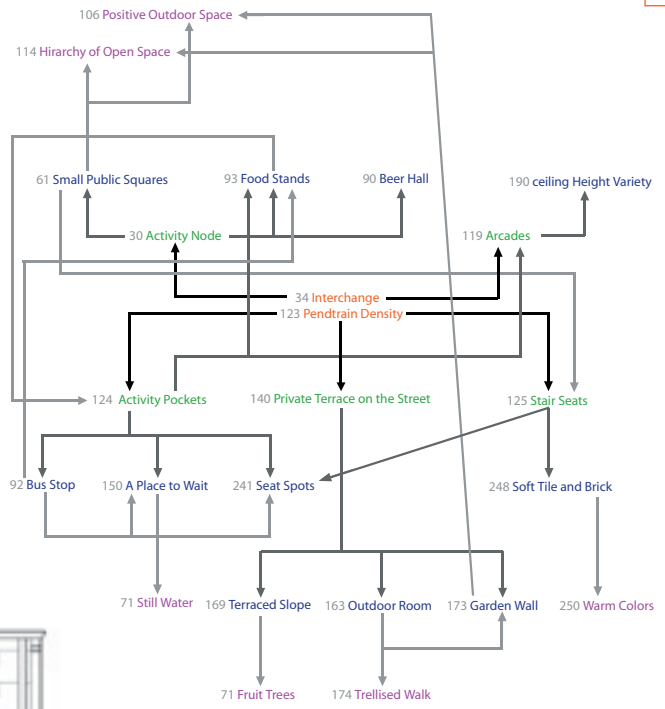
tangible forms, but go beyond to include light and wind- which appeal to our senses", thus we can include, for example, not only barriers and materials, but colors and audible sounds. If nature is perceived as a fundamental part of these elements then in essence we are interacting with nature and not the built environment, thus allowing us to maintain the same sense of balance that the woman finds in the story. Nature is generally thought of as organic life existing in the form of plants and animals. It is much more though. The true essence of nature is light and volume. What makes light so significant is how it can be articulated through architecture. The light can set the mood of a space or lead a person from one space to another. Light is the visual means by which a person perceives volume. In nature light comes from the sun. Volume relates to the idea of density. This may be a physical or social density. Volume is the variable in the equation of density, where density is the amount of matter in a given volume. We cannot control the matter within the volume, but we can control the volume. In nature volume is a perception of space one can inhabit instead of a physical boundary.



Conceptual Narrative

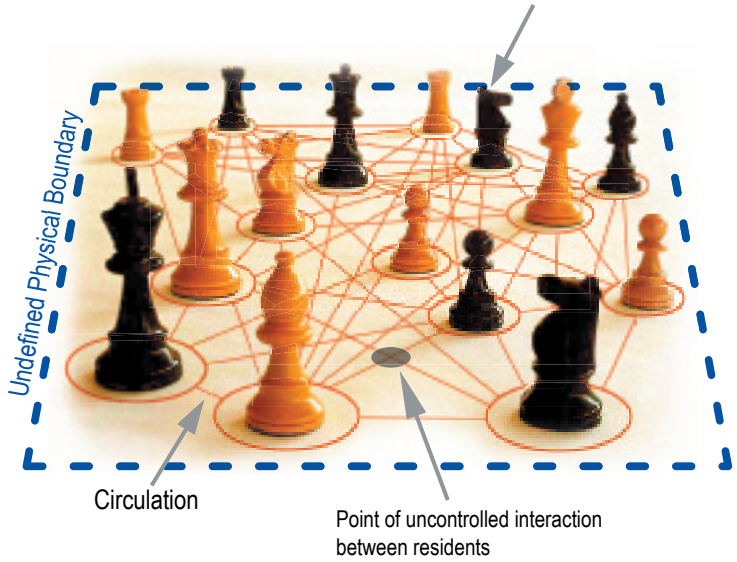
Pattern Analysis

The following pattern related to the site around the Cather Pound Dormitory. The primary patterns used were 34 Interchange and 123 Pedestrian Density. These pattern were a starting point for understanding of the interaction between residence.



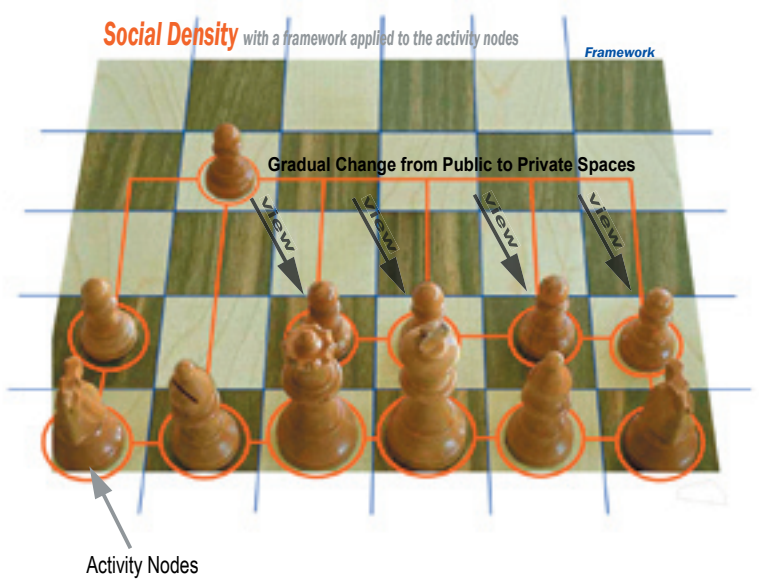
What is social density?

The measure or number of uncontrolled interactions that occur within a given space is referred to as social density. Dormitories such as the Cather Pound Residence Halls tend to promote a larger number of these uncontrolled interactions. This high social density has a negative effect on the residence. In order to gain control of these interactions students tend to withdrawal into their rooms or in some cases become bold toward others in order to control the interaction itself. This becomes a deterrent to the formation of friendships, social groups, and support groups. Juxtaposing this would be a small number of uncontrolled interactions. When social density is low Residence feel free to be in public places. They make more friends, have larger social groups, and take advantage of the support groups that form from controlled interactions.

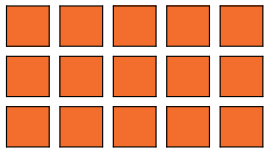


Conceptual Narrative

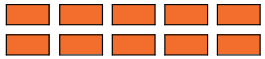
There are numerous tactics for limiting the number of uncontrolled interactions and thus lower social density. One strategy would be to shorten corridors. Currently in Cather Pound there are two long corridors per floor. Shortening these would limit number of potential interactions by reducing the visual stimuli between people which is often a catalyst for communication. Another approach is to provide residence with direct access to intimate spaces such as the restrooms or showers, thus preventing the need to pass through a public corridor to get to these destinations. Also, reveling the contents of a social situation prior to the social encounter, allows people to prepare themselves for the situation. For instance a window into a lounge allows a person to see if there is someone already in the room prior to entering and thus taking control of a potentially uncontrolled situation. On of the most significant methods to lowering social density would be the gradual change from public to private spaces. A direct connection between public and private blurs the distinction of these spaces and will threaten privacy. A gradual transition allows people to filter out many of the unwanted or uncontrolled exchanges.



Space Summary



Dorm Rooms = 160 ft²



Common Space = 80 ft²

Bathroom
300 ft²

Group
study
90 ft²

Individual
study
60 ft²

Laundry
60 ft²

Residents floor

3,860 ft² per floor

12 x Residents floor

2 x Dormitories

92,640 ft²

Residence
Director's
Apartment
1,000ft²

Elevator
Lobby
300 ft²

Residence
Director's
office
120 ft²

Front
Desk
80 ft²

Group
study
80 ft²

Mail
Boxes
80 ft²

Restroom
60 ft²

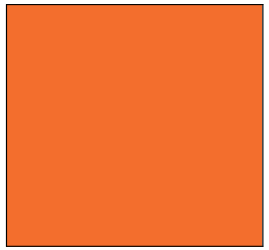
Vending
Machines
40 ft²

First floor

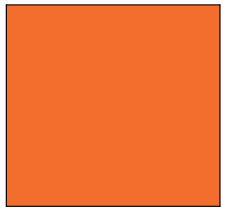
1,260ft²

2 x Dormitories

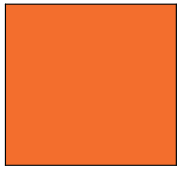
2,520 ft²



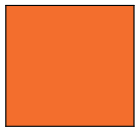
Cafeteria = 6,400 ft²



Kitchen = 4,800 ft²



Storage = 1,300 ft²



Serving
Space = 1,000 ft²

Office = 300 ft²

Dining Hall

13,860ft²

109,020 ft² net

24% Circulation

Cather Pound Dormitories

135,185 ft² Gross

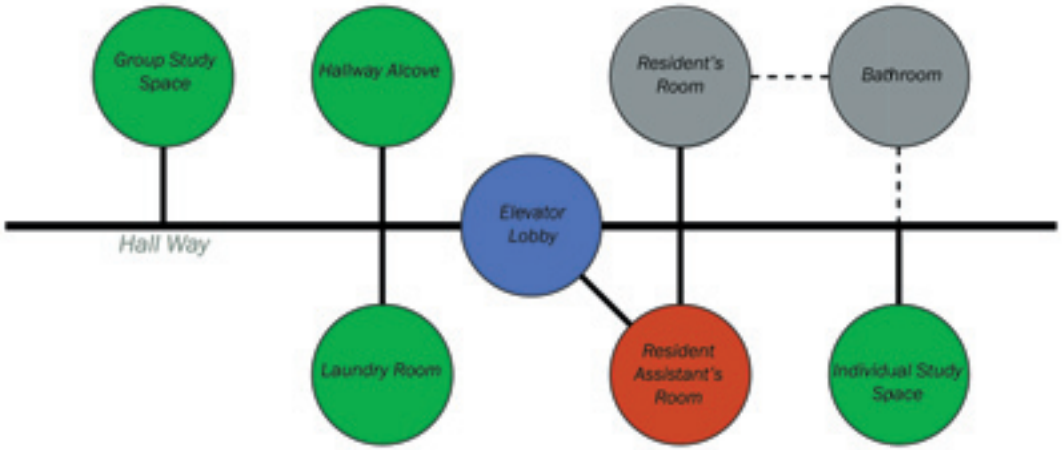
See [Appendix D] for a specification of each space.

Space Summary

Space Adjacencies
Residence Floors

Legend

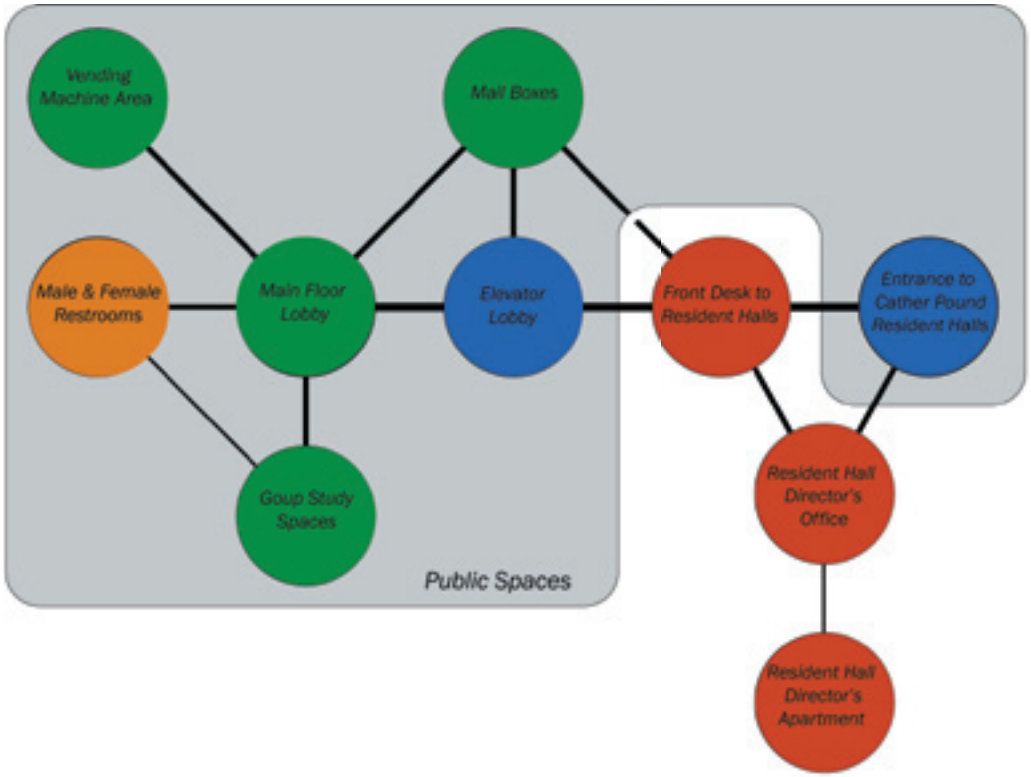
- Administration Space
- Vertical Circulation
- Public Spaces
- Private Spaces
- Circulation
- Physical Connection
- Visual Connection
- Possible Connection



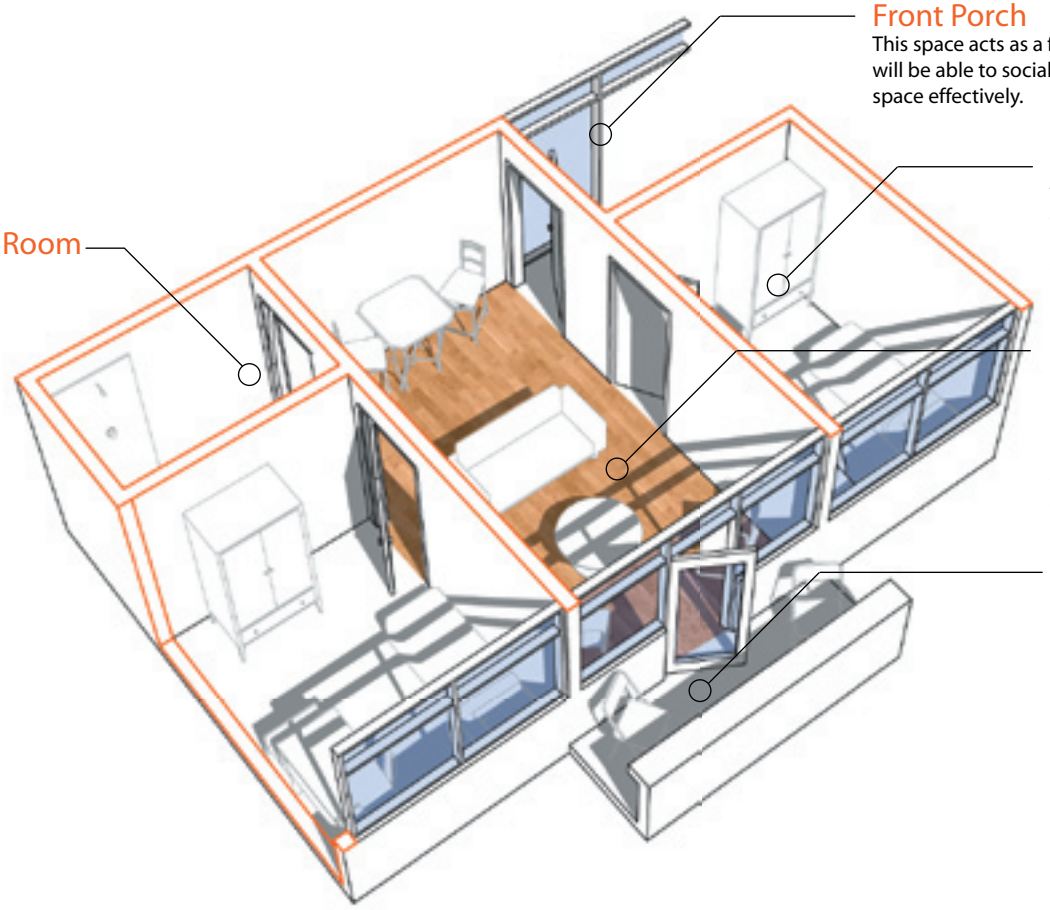
Space Adjacencies
First Floor

Legend

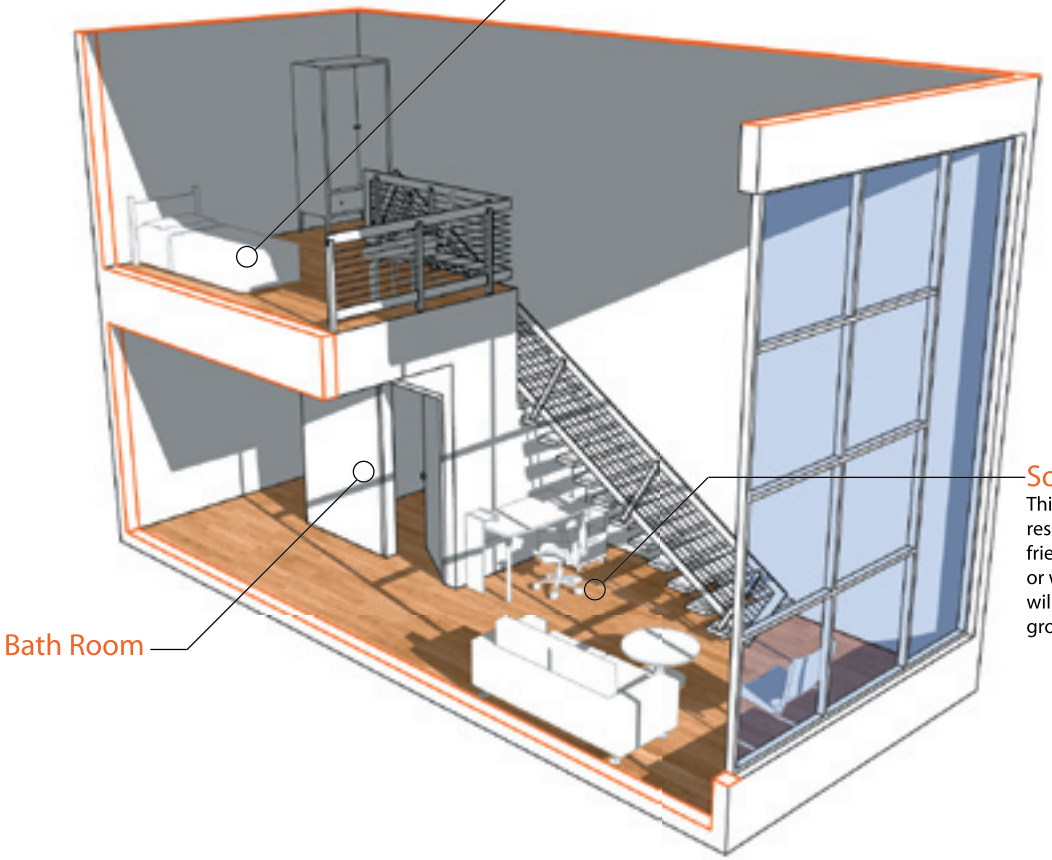
- Administration Space
- Vertical Circulation
- Public Spaces
- Public Facility
- Major Connection
- Normal Connection
- Minor Connection



Conceptual Design



A Extroverted Dormitory Room Plan

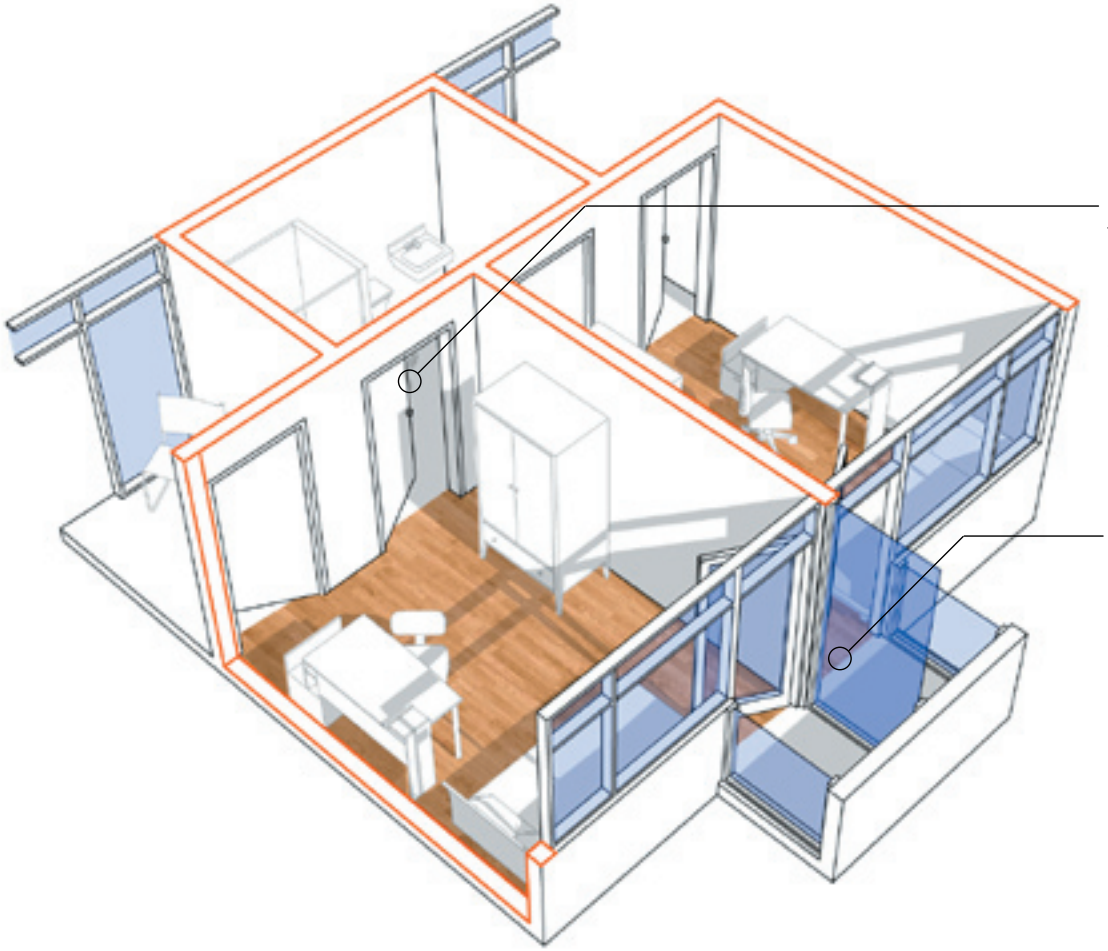


Bed Room
This has moveable furnishings to allow residence to personalize their space.

Social Space
This space was designed for residents who enjoy having friends over to play video games or watching movies. The room will act as a hang out for social groups.

Bath Room

B Intermediate Dormitory Room Plan



Bath Room

The bathroom door allows a resident to hear if his or her neighbor is using the bathroom and at the same time the door allows each resident to control interaction with his or her neighbor.

Glass Divider

The divider allows two residents to socialize when on the balcony but maintain individual territory.

C Introverted Dormitory Room Plan

Design Development

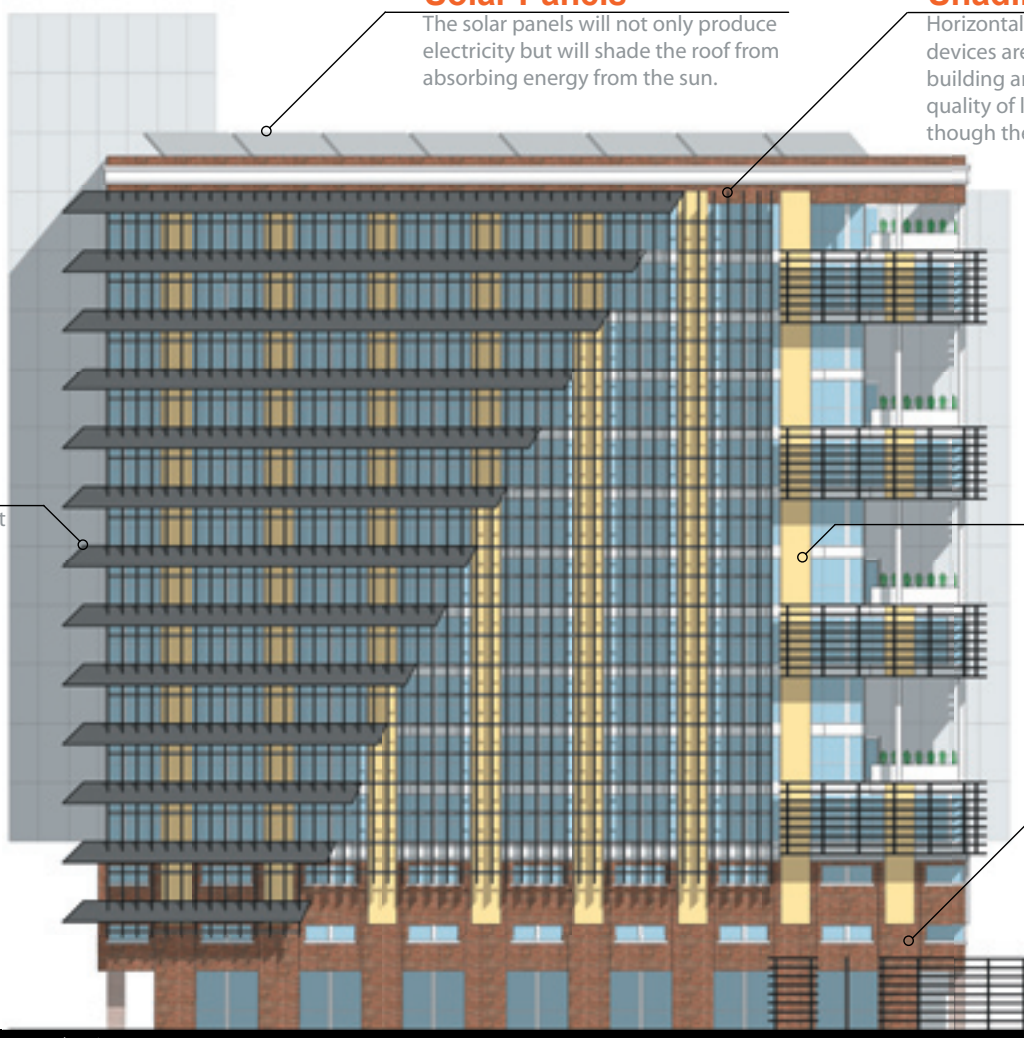
Solar Panels
The solar panels will not only produce electricity but will shade the roof from absorbing energy from the sun.

Shading Devices
Horizontal and vertical shading devices are used to shade the building and to increase the quality of light coming in though the windows

Wind Shield
These rotated planes direct the north-westerly winds up the building's sides rather than the down at the pedestrians walking to and from class.

Panels
The existing panels are to be reused.

Brick



West Elevation

Wing Wall

This wall funnels the prevailing winds through the residence hall in order to naturally ventilate the dormitory.

East Elevation

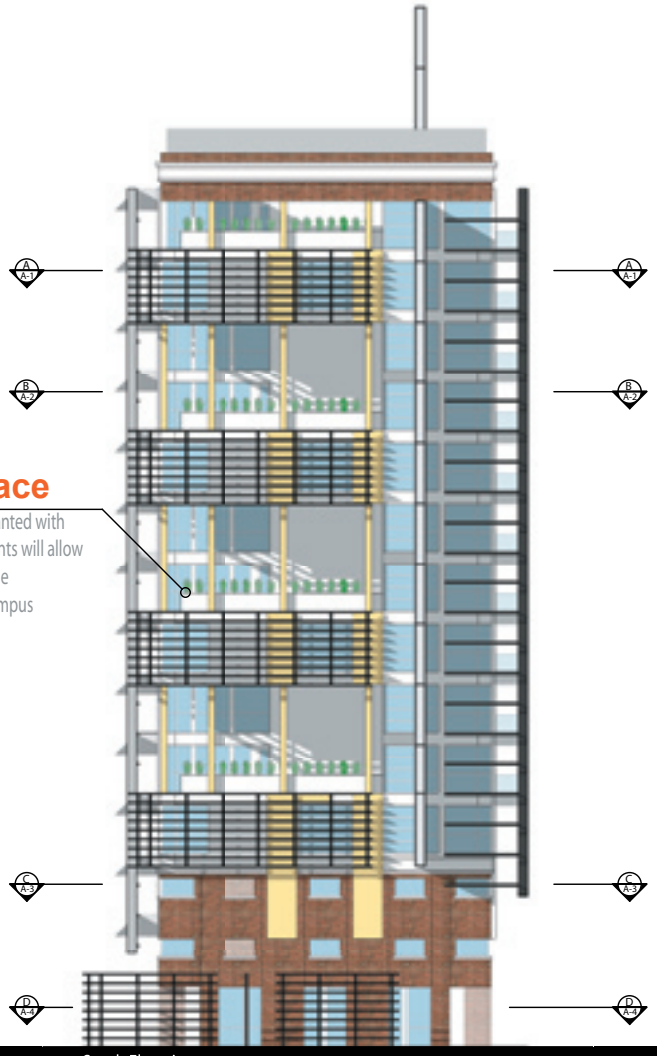
Sign

The sign allows the dormitory to have an identity amongst the many dorms on campus.

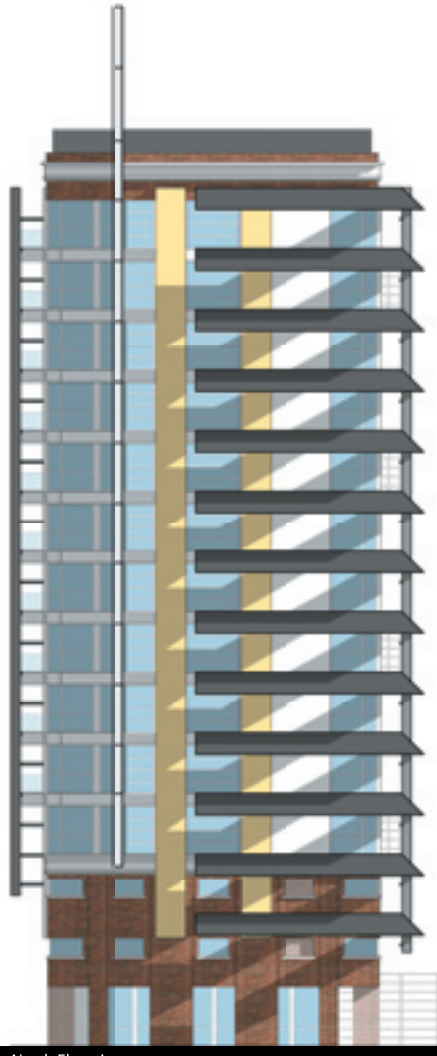
Design Development

Green Space

This outdoor balcony planted with green grass and lush plants will allow students to a have unique understanding of the campus micro climate.

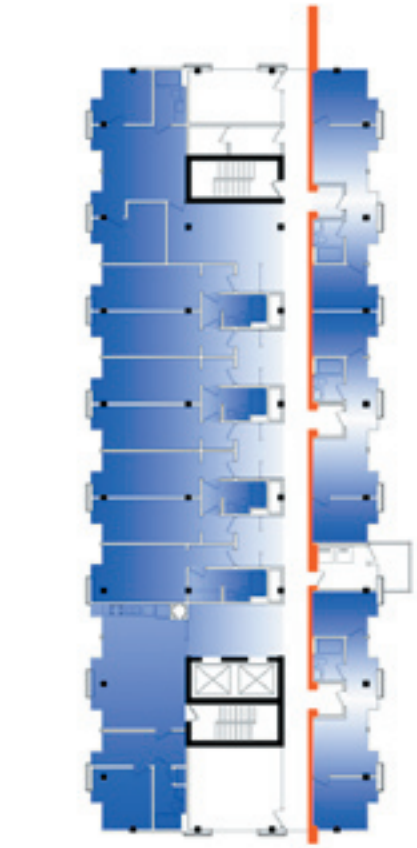


South Elevation

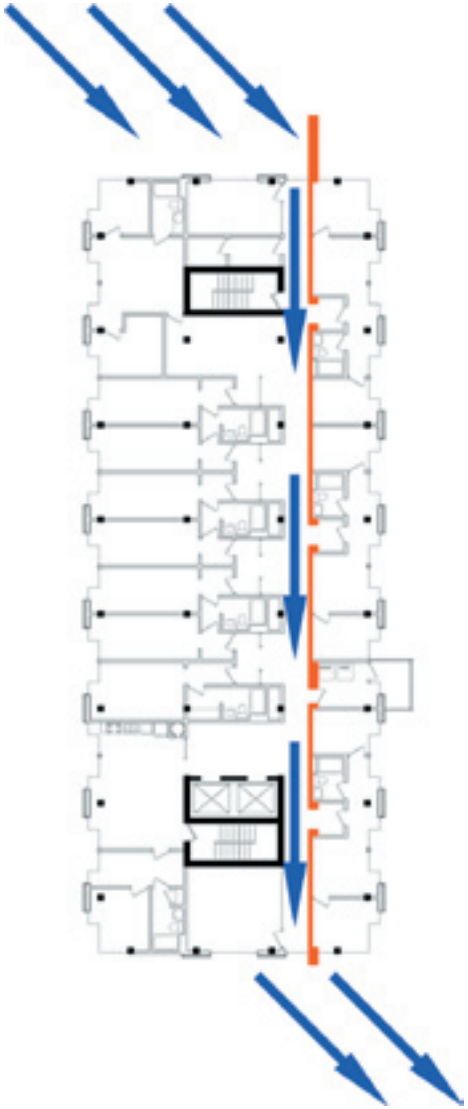


North Elevation

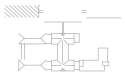
Decay from Private to Public

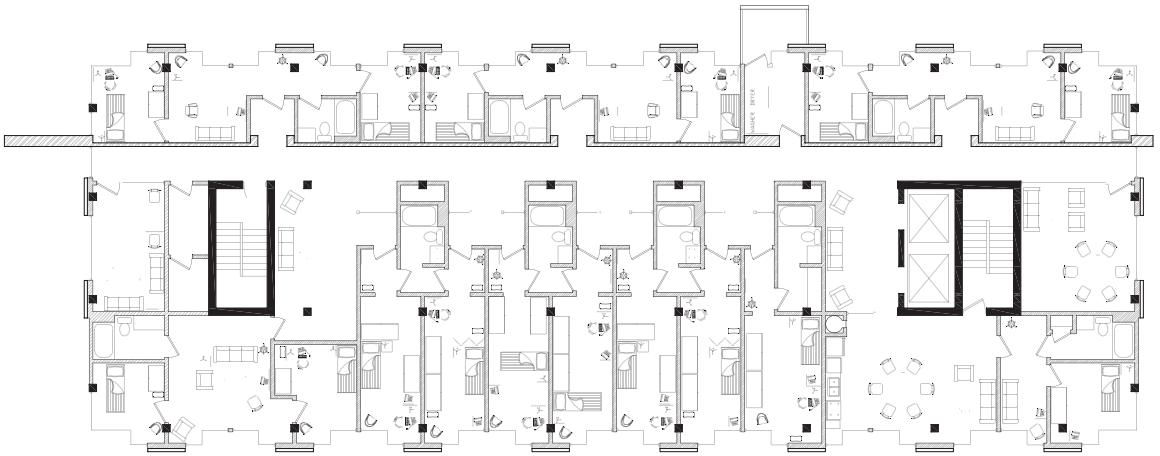


Ventilation Diagram



Social Spaces





Dorm Room
Living Room
Bath Room
Alcove
Janitor's Room

Laundry Room
Study Room
Elevator Lobby
Social Space
Mechanical Space

RA's Room
Balcony
Elevator Lobby
Entrance
Wet Room

FLOOR PLAN: A

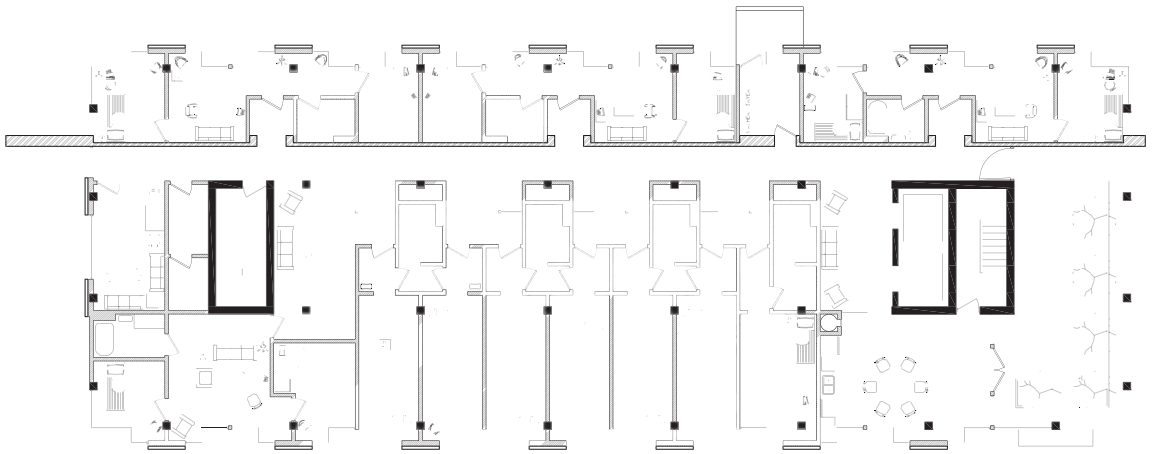
Cather Pound Redesign

All floor plate are similar to Pound Hall

A - 1

JASON SECKMAN
Mentor: Professor Potter
CATHER POUND REDSGIN
North 17th Street Lincoln,NE 68508

Floor Plan
February 9, 2006



Dorm Room
Living Room
Bath Room
Alcove
Janitor's Room

Laundry Room
Study Room
Elevator Lobby
Social Space
Mechanical Space
Green Space

RA's Room
Balcony
Elevator Lobby
Entrance
Wet Room

FLOOR PLAN: B

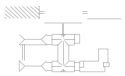
Cather Pound Redesign

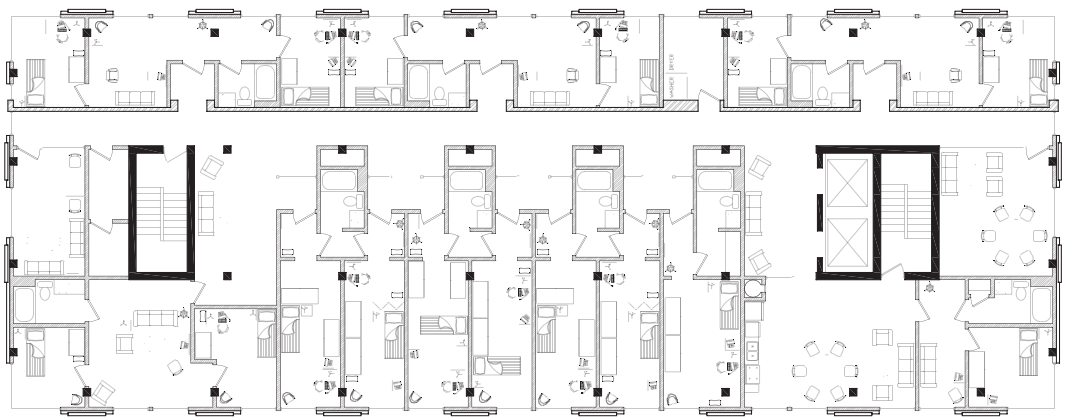
All floor plate are similar to Pound Hall

A - 2

JASON SECKMAN
Mentor Professor Potter
CATHER POUND REDSGIN
North 17th Street Lincoln,NE 68508

Floor Plan
February 9, 2006





Dorm Room
Living Room
Bath Room
Alcove
Janitor's Room

Laundry Room
Study Room
Elevator Lobby
Social Space
Mechanical Space
Green Space

RA's Room
Balcony
Elevator Lobby
Entrance
Wet Room

FLOOR PLAN: D

Cather Pound Redesign

All floor plate are similar to Pound Hall

A - 3

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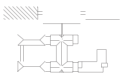
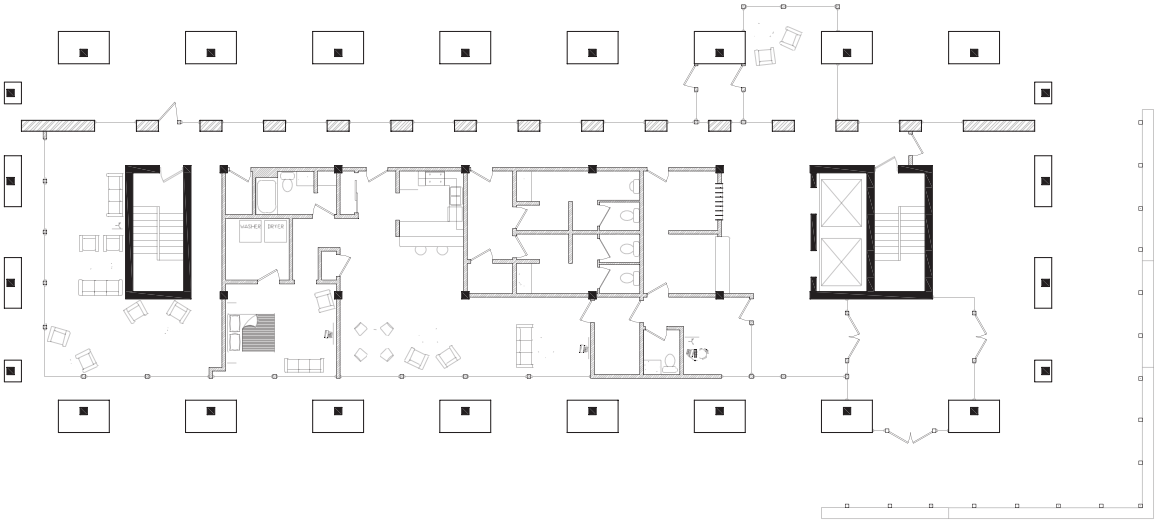
Mentor: Professor Potter
CATHER POUND REDSGIN
North 17th Street Lincoln,NE 68508

Floor Plan
February 9, 2006





Bed Room
Living Room
Bath Room
Kitchen
Jamitor's Room

Laundry Room
Study Room
Elevator Lobby
Social Space
Storage Room

RD's Office
Mail Room
Front Room
Entrance
Bike Racks

FLOOR PLAN: D

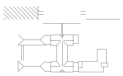
Cather Pound Redesign

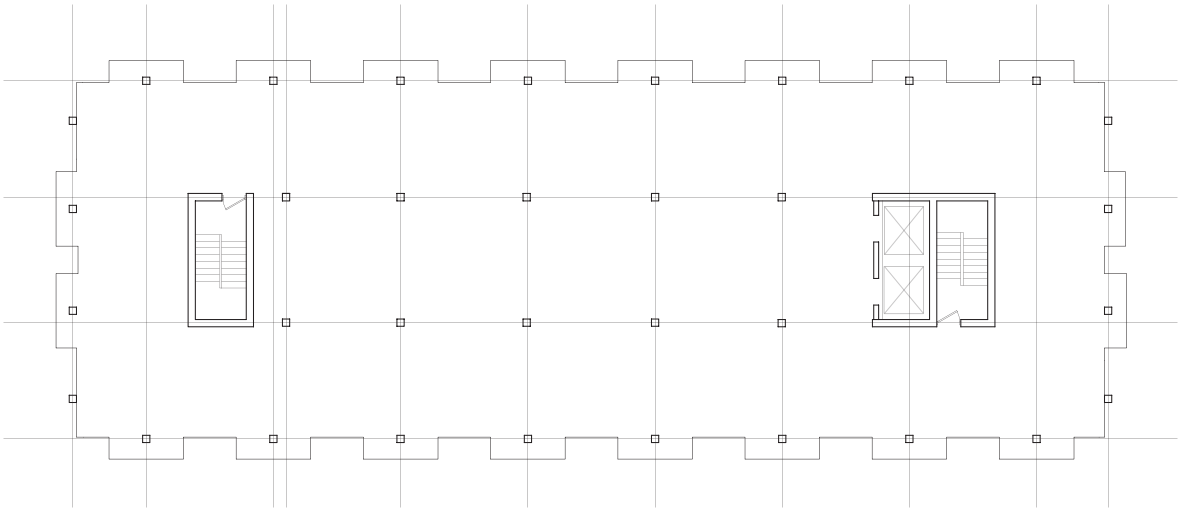
All floor plate are similar to Pound Hall

A - 4

JASON SECKMAN
Mentor: Professor Potter
CATHER POUND REDSGIN
North 17th Street Lincoln,NE 68508

Floor Plan
February 9, 2006





STRUCTURAL GRID

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Mentor: Professor Potter
CATHER POUND REDSGIN
North 17th Street Lincoln,NE 68508

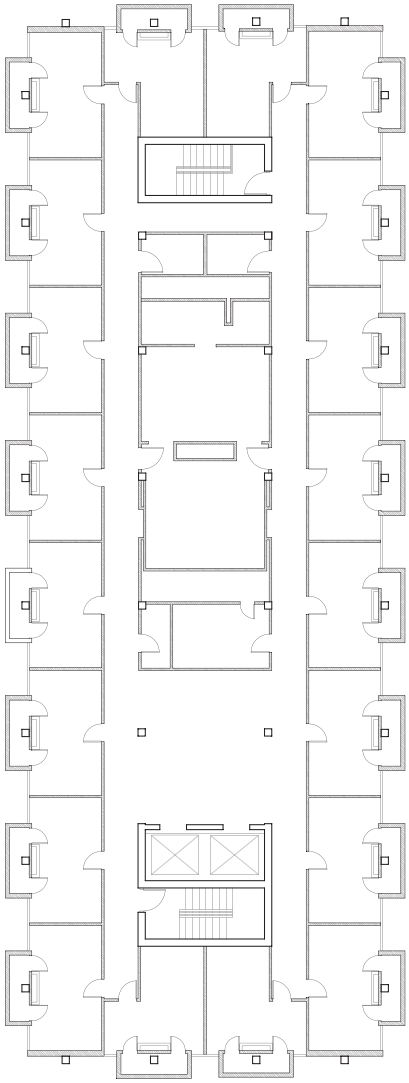
Structural Grid
February 9, 2006

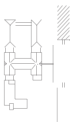
Cather Pound Redesign

All floor plate are similar to Pound Hall

A - 5

EXISTING FLOOR PLAN





Design Development

JASON SECKMAN
Mentor: Professor Potter

CATHER POUND REDSGIN
North 17th Street LIncoln,NE 68508

Existing Floor Plan
February 9, 2006

Cather Pound Redesign

All floor plate are similar to Pound Hall

A - 6

Site Plan

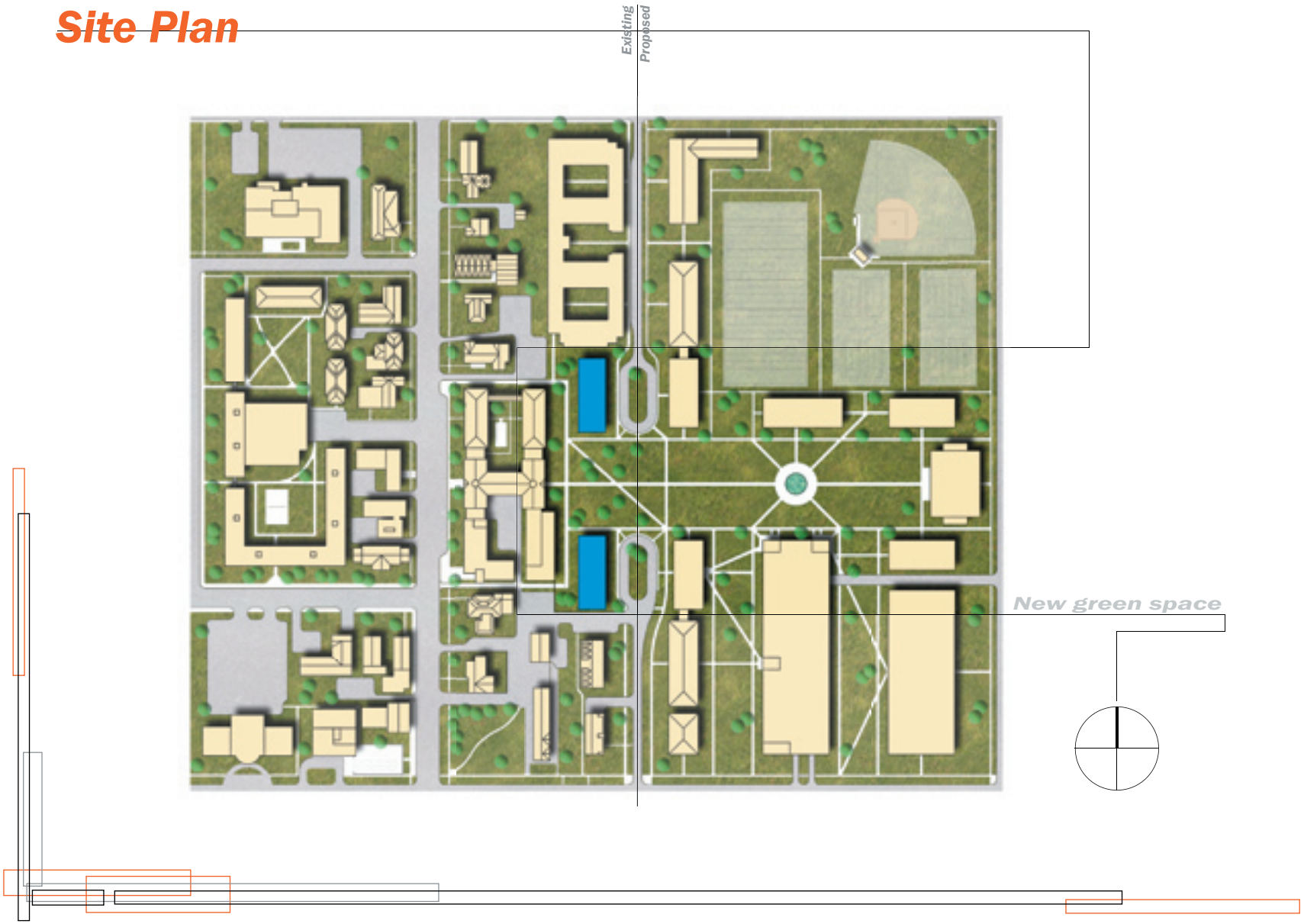
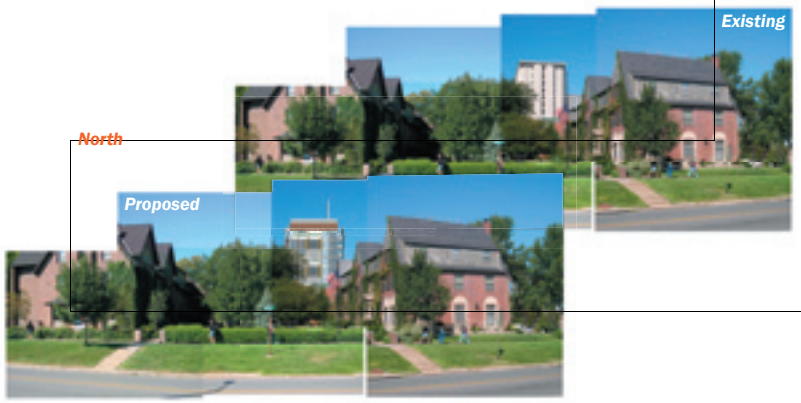
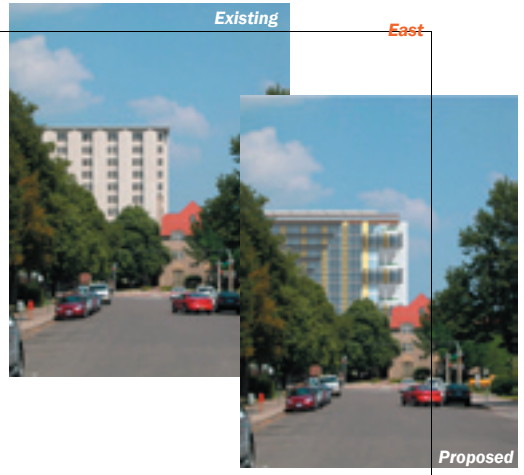


Photo Documentation





Final Design

looking north west from the proposed Cather Pound green

Final Design

looking south west from the proposed Cather Pound green

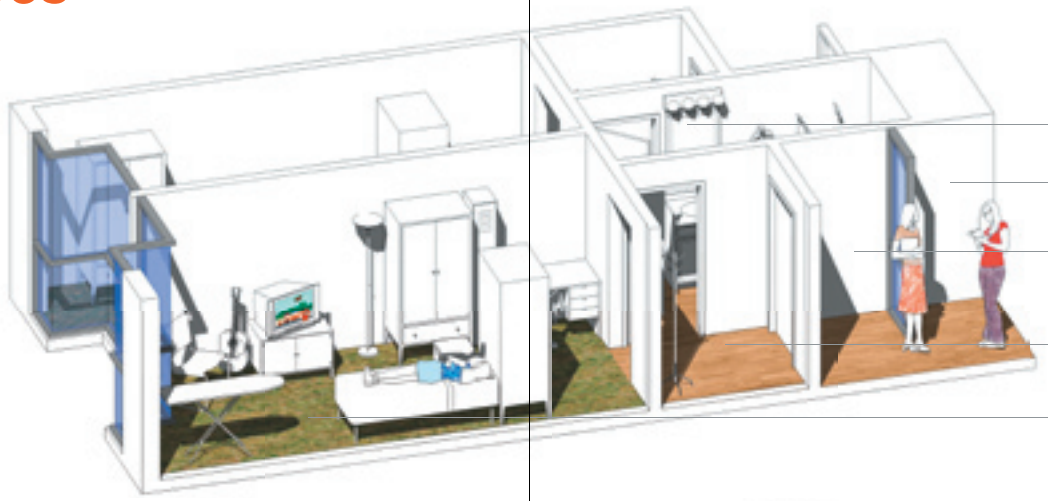
Final Design

Entrance in to Cather

Final Design

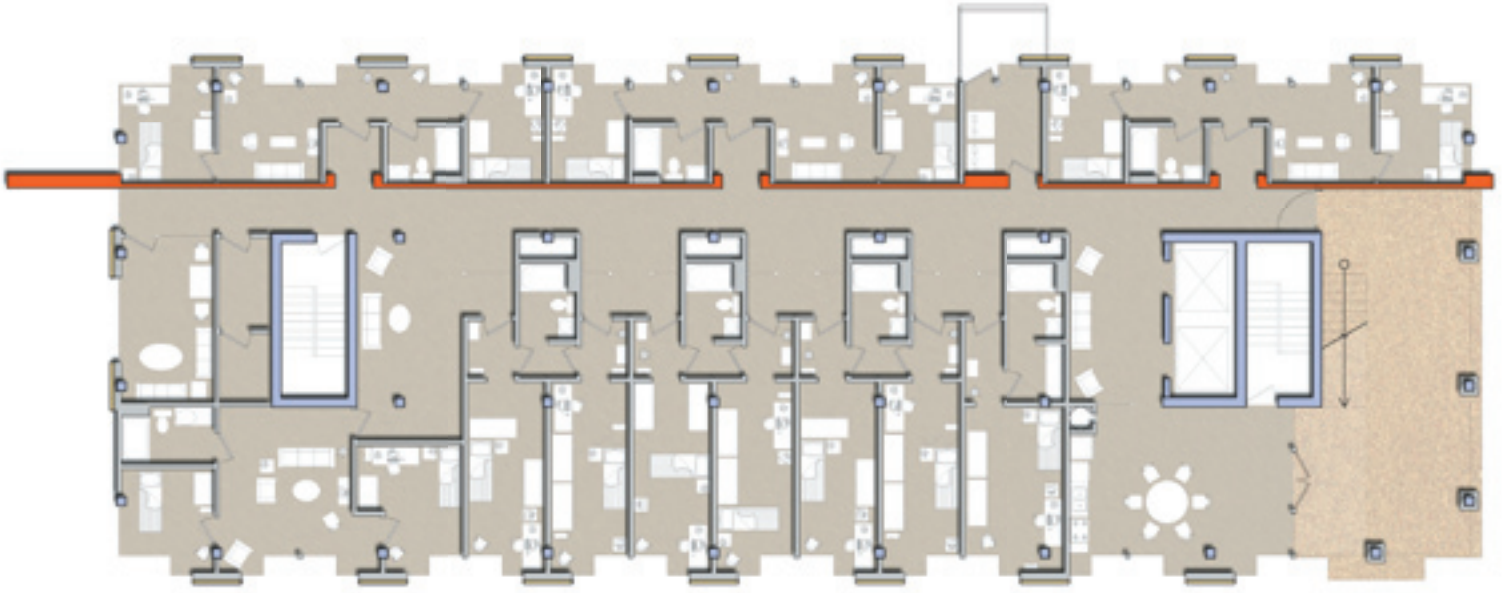
Section cutting though Pound looking to the north

Room Types



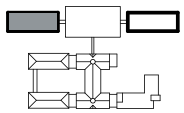
single room [Introvert]

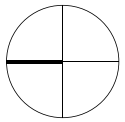
double room [extrovert]



Floor Plan A

Bed Room	Laurdry Room	RA's Room
Living Room	Study Room	Balcony
Bath Room	Elevator Lobby	Wet Room
Alcove	Social Space	
Jamitor's Closet	Mechanical Space	





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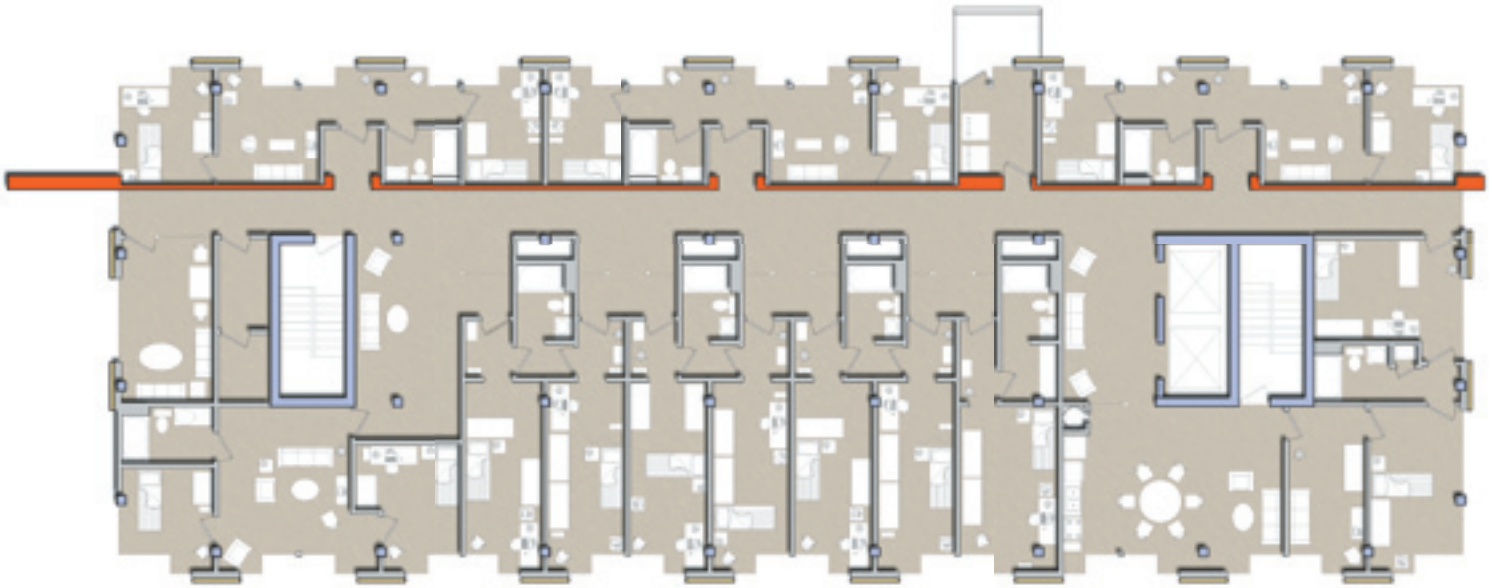
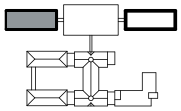
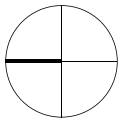


Floor Plan B

Bed Room	Laurdry Room	RA's Room
Living Room	Study Room	Wet Room
Bath Room	Elevator Lobby	
Alcove	Social Space	
Jamitor's Closet	Mechanical Space	

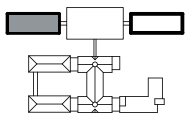


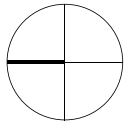


Scale 1/8" = 1'-0"

Main Floor

Bed Room	Laurdry Room	RD's Office
Living Room	Study Room	Mail Room
Bath Room	Elevator Lobby	Front Desk
Kitchen	Social Space	Entrance
Jamitor's Closet	Storage Room	Bike Rakes





Scale 1/8" = 1'-0"

Final Design

Interior view of the a dorm room [introvert]

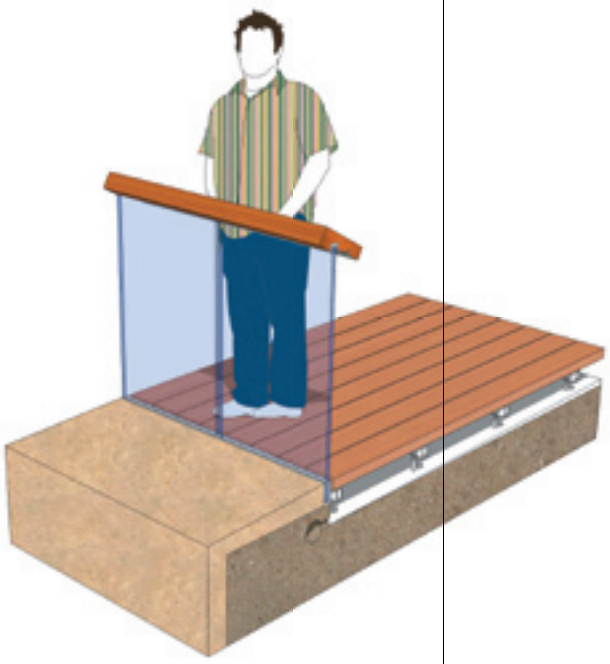
Final Design

Interior view of the a social space

Final Design

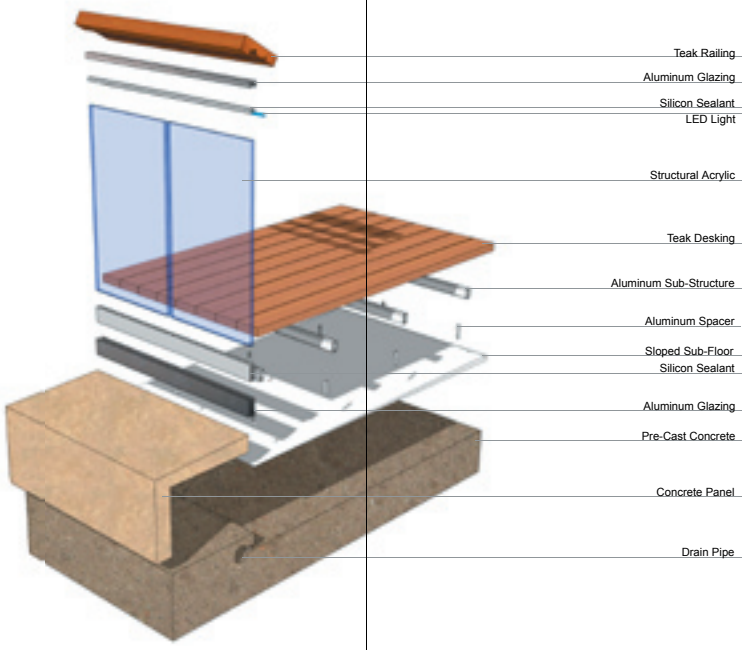
Balcony space located on the south west corner

Detail



Hand Rail

Floor system



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Acknowledgements

I would like to acknowledge Professor James Potter for this guidance and helpful insight into the human conduction.

I would like dedicate not just this book but my entire educational career to my ***Mom***, brother ***Dan***, and fiancée ***Elizabeth*** for there supported and there help with this endeavor.

A p p e n d i x A

Berkeley Dormitories

1. Personal Choice

Administrative rules, cause stress to the resident

Drinking:	no
Smoking:	in the rooms only
Cohabiting:	no
Quit Hours:	all the time

2. Personal Control

All resident must live with one or two room mates
Room floor plans are all the same

3. Dormitory Furnishing

Bed, desk and dresser are not built-in, therefore resident are able to change the room layout

4. Public space

Public space were not used, due to poor programming and formal the layout of the furnishings

5. Acoustical Separation

Sound is able to travel though walls and floors easily

Cather Pound Dormitories

1. Personal Choice

Administrative rules, cause stress to the resident

Drinking:	no
Smoking:	20 ft away from the building
Cohabiting:	same sex for two nights only
Quit Hours:	only at night

2. Personal Control

Most resident do not have roommates
There are two different room floor plans but this is not brought to the attention of the resident when signing their room contracts

3. Dormitory Furnishing

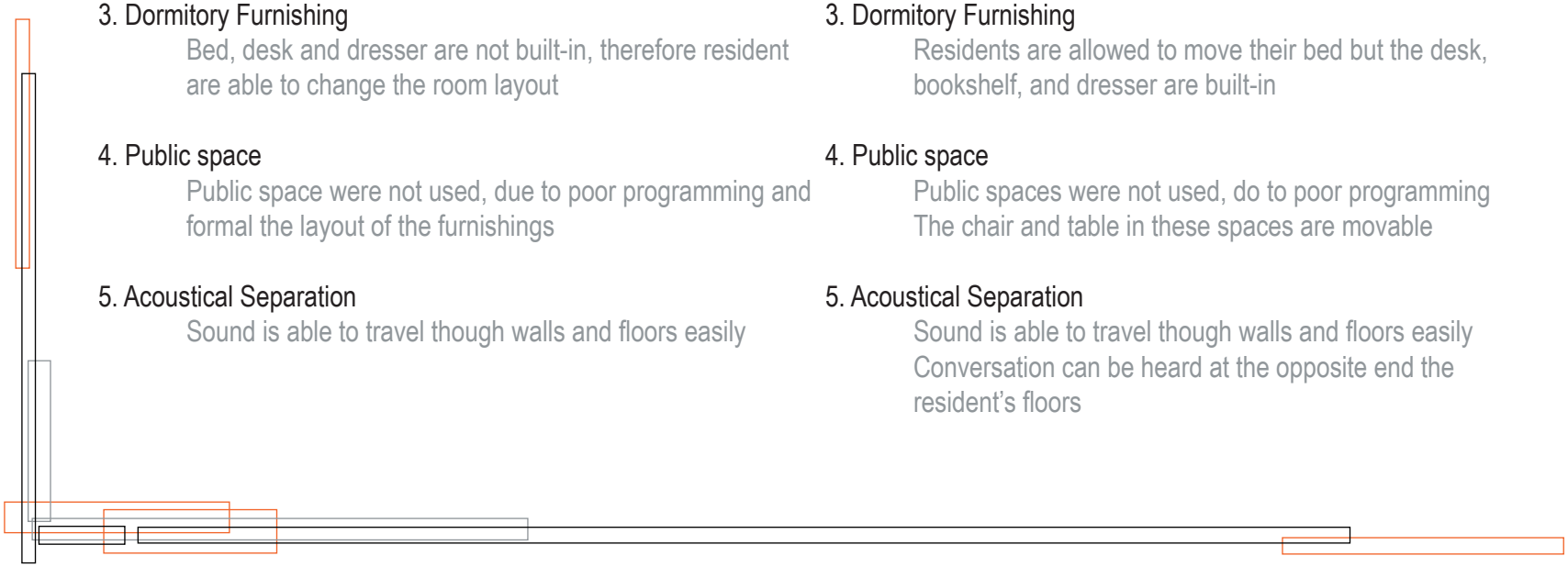
Residents are allowed to move their bed but the desk, bookshelf, and dresser are built-in

4. Public space

Public spaces were not used, do to poor programming
The chair and table in these spaces are movable

5. Acoustical Separation

Sound is able to travel though walls and floors easily
Conversation can be heard at the opposite end the resident's floors



6. Social group sizes

A floor has 40 residents with one R.A. per floor
Subgroups with about four or five members to a group make up the floor

7. Type of Students

All four types of student's makeup the population living in the dorms:

Academic
Collegiate
Non-conformist
Vocational

8. Studying habits

Student studying habit consists of four different ways:

- Casual study
- Waiting of something to happen
- Small group
- Intense Study

The dormitories at Berkeley do not facilitate these four different ways of studying

9. Place identity

Four identical looking dormitories are arranged around a common court yard

6. Social group sizes

A floor has 20 residents with one R.A. per floor
Subgroups with about four or five members to a group make up the floor

7. Type of Students

All Four types of student's do live in the dorms but primarily it is the Academic and the Vocational students

8. Studying habits

The Cather Pound dormitories allow for the studying habits of the small group and the intense study students but is limiting in success

9. Place identity

Two identical looking dormitories sit along 17th street causing confusion

Appendix A

10. Display Area

Conversation can be heard at the other end the resident's floors

Behind the door to the room is a place to display cultural objects from home

11. Floor Plan

One double loaded corridor with public space and restroom located at mid point of the corridor

12. Territory

A resident typically only controls the space on top of his or her bed and desk along with one wall

Door decorations were not allowed

13. Overlaying Territories

The floor of a dorm room is a shared space with both occupants using this space

Residents will wait if their favorite shower or toilet until it is available

14. Eating Patterns

The Dining Hall does not allow for different eating patterns

15. Meal Times

Fix meal times do not take into account the student's schedules

10. Display Area

Under the wall mounted bookshelf is a place to display cultural objects

On the door resident typical leave a message broad

11. Floor Plan

Two single loaded corridors with public space and restroom located between the corridors

12. Territory

Single rooms are most common, resident will be able to control their room

Door decorations are allowed

13. Overlaying Territories

Single occupant rooms do not have a territorial dispute over the floor

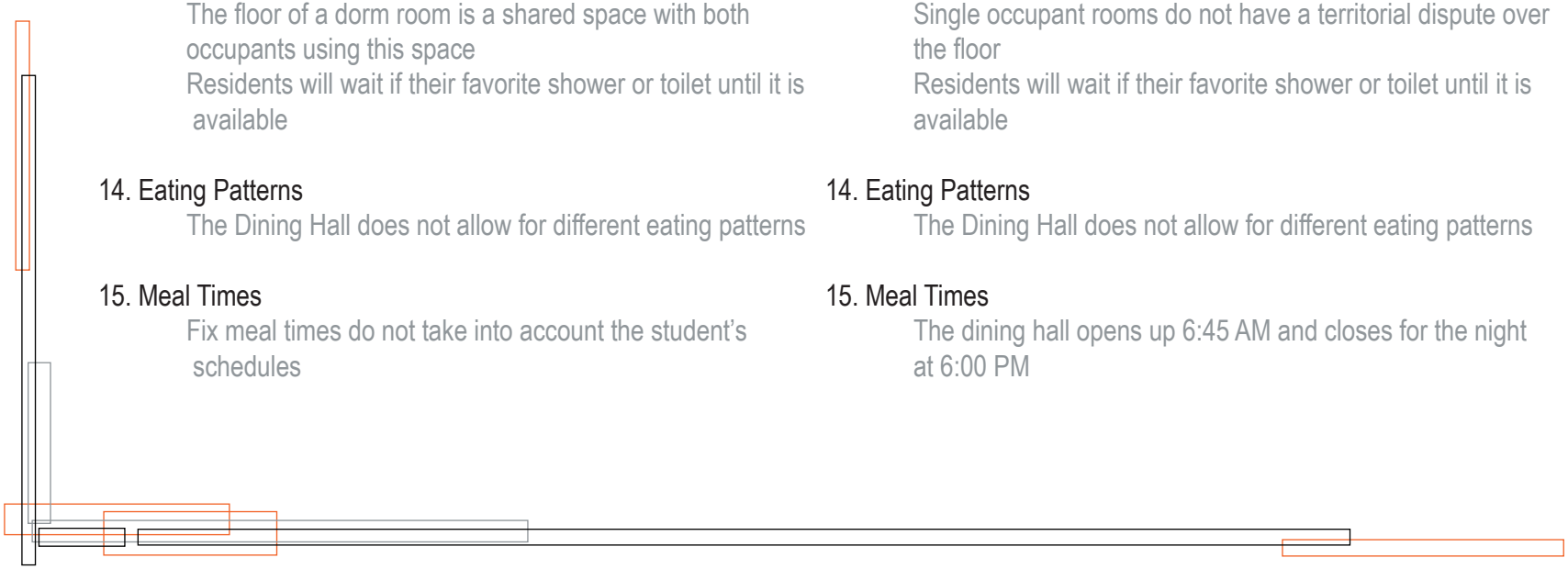
Residents will wait if their favorite shower or toilet until it is available

14. Eating Patterns

The Dining Hall does not allow for different eating patterns

15. Meal Times

The dining hall opens up 6:45 AM and closes for the night at 6:00 PM



16. Dining Hall Layout

Cafeteria style (one large room with tables that are round or rectangular in shape)

16. Dining Hall Layout

Cafeteria style (two large rooms with table rectangular tables)

Pattern Language Legend

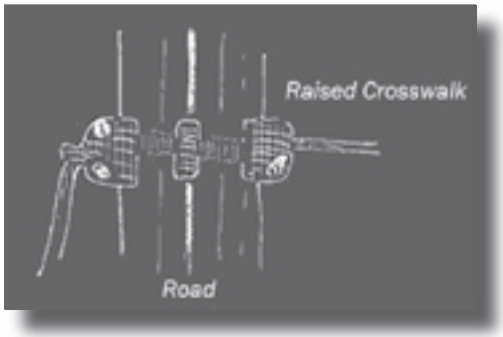
Orange indicates places where the pattern exist

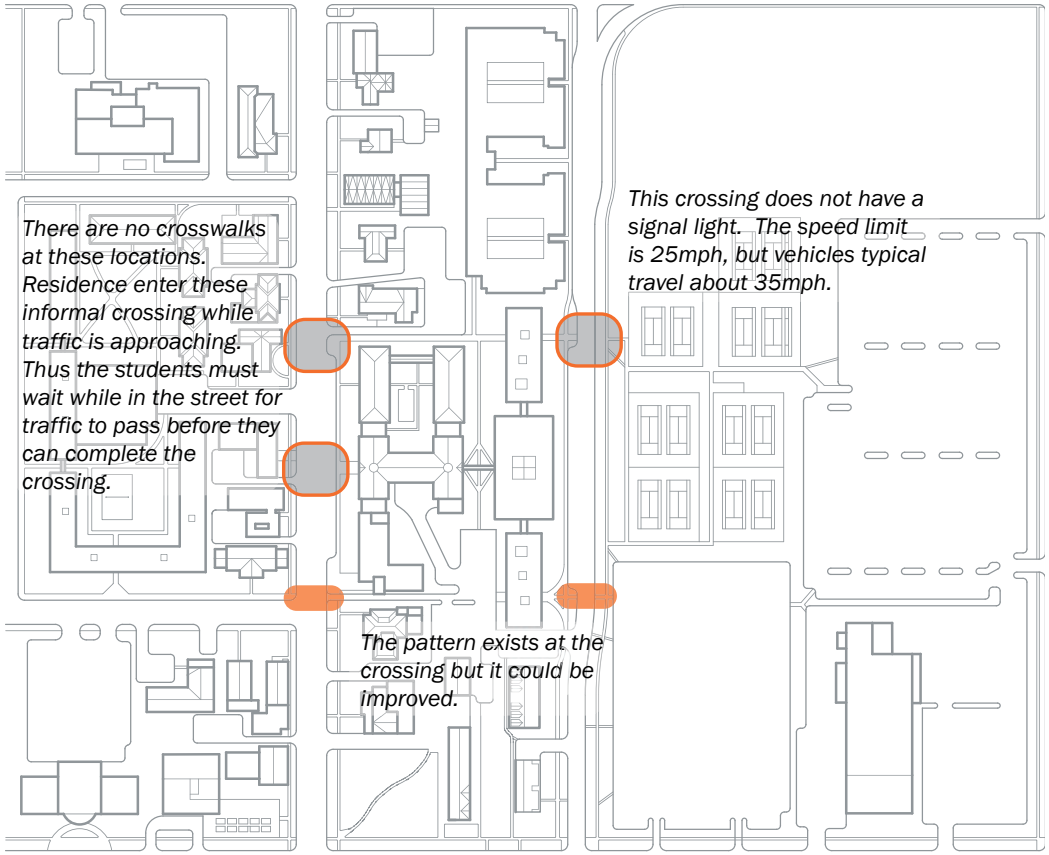
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

54. Road Crossing





Pattern Language Legend

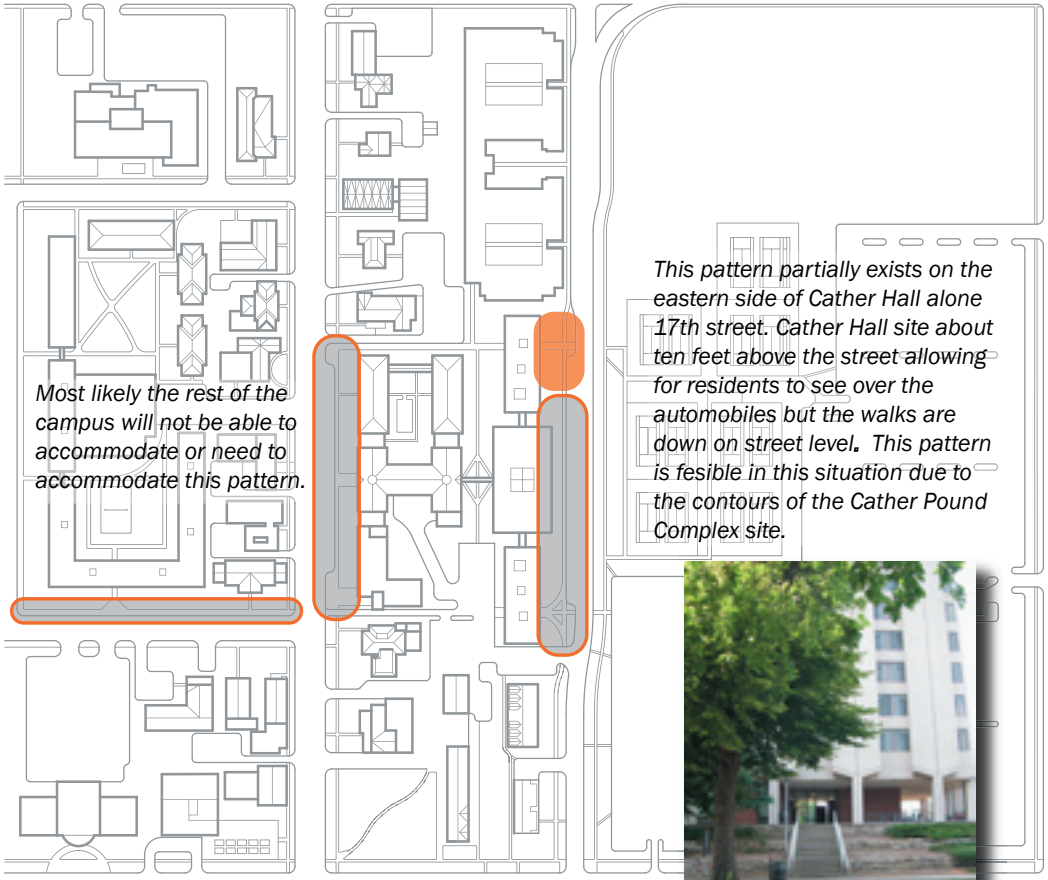
Orange indicates places where the pattern exist

Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

55. Raised Walk



Most likely the rest of the campus will not be able to accommodate or need to accommodate this pattern.

This pattern partially exists on the eastern side of Cather Hall alone 17th street. Cather Hall site about ten feet above the street allowing for residents to see over the automobiles but the walks are down on street level. This pattern is fesible in this situation due to the contours of the Cather Pound Complex site.

Entrance to Cather from 17th street

Pattern Language Legend

Orange indicates places where the pattern exist

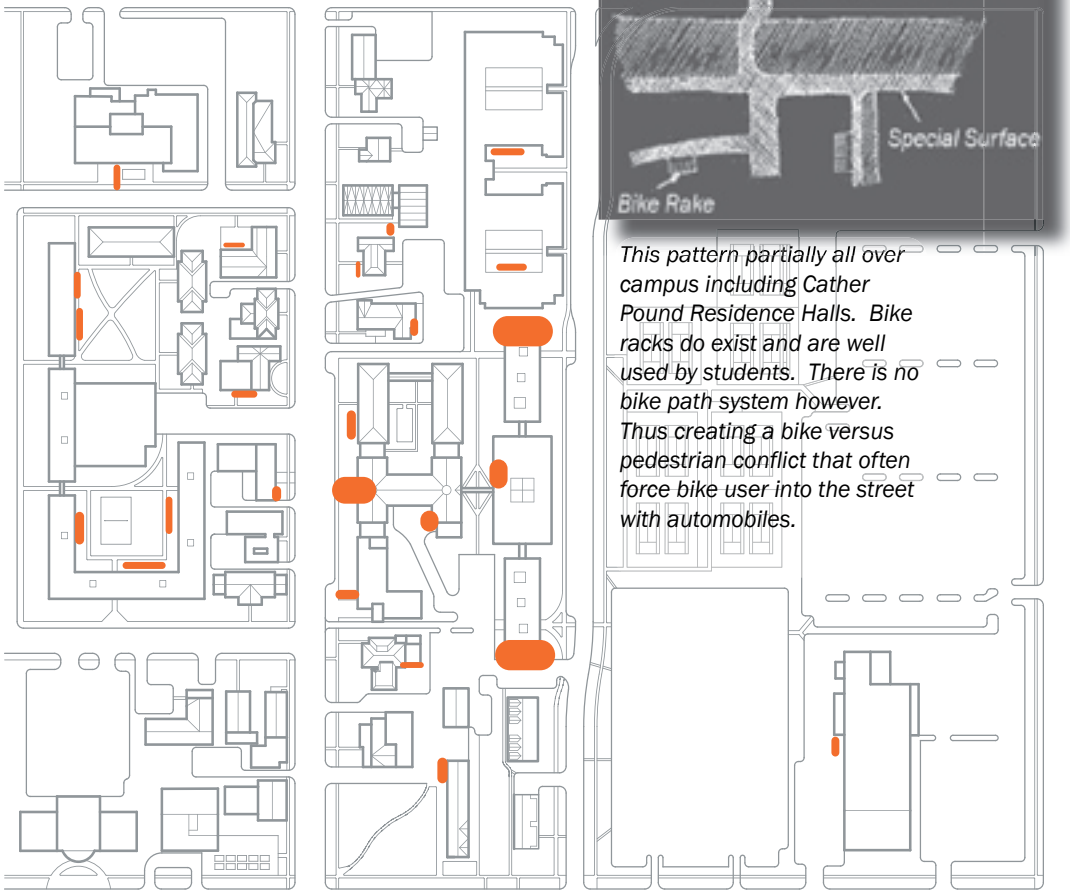
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

56. *Bike Path and Racks*

Build a system of paths designated as bike paths, with the following properties: the bike paths are marked clearly with a special, easily recognizable surface. As far as possible they run along local roads, or major pedestrian paths. Where a bike path runs along a local road, its surface may be, level with the road - if possible, on the sunny side; where a bike path runs along a pedestrian path, keep it separate from that path and a few inches below it.



This pattern partially all over campus including Cather Pound Residence Halls. Bike racks do exist and are well used by students. There is no bike path system however. Thus creating a bike versus pedestrian conflict that often force bike user into the street with automobiles.

Pattern Language Legend

Orange indicates places where the pattern exist

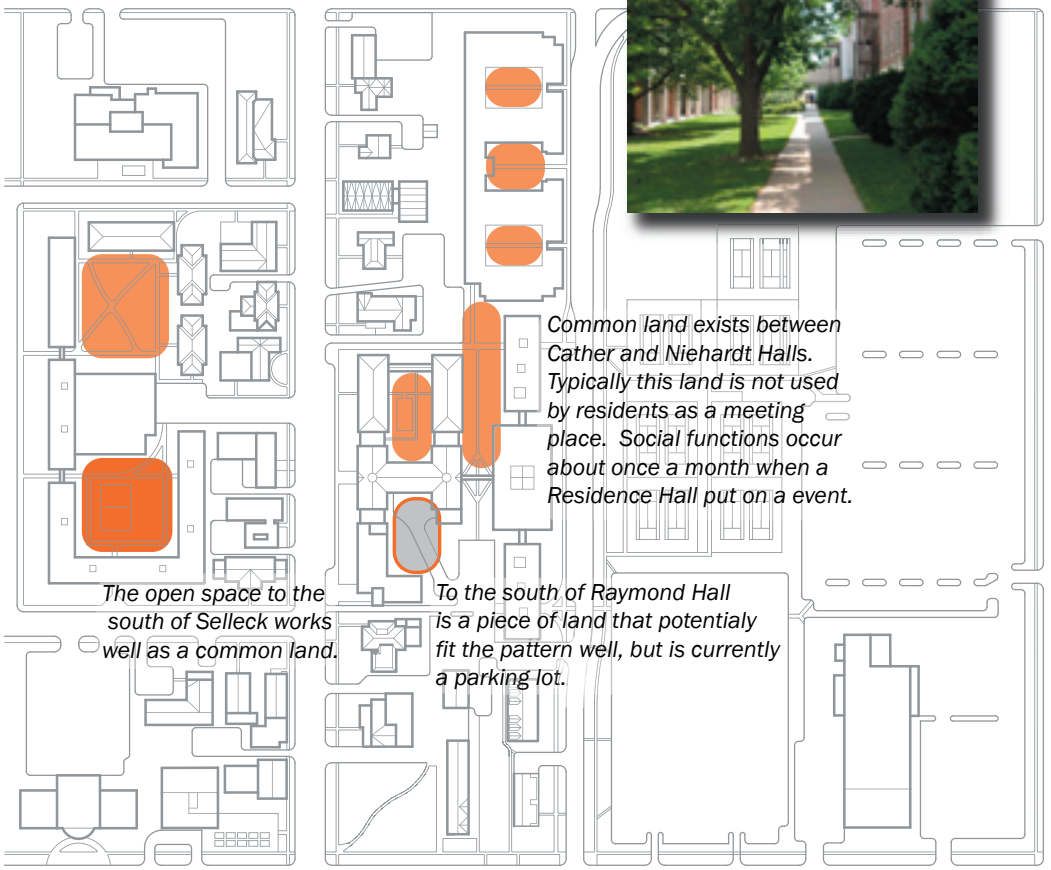
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

67. Common Land

Give over 25 per cent of the land in house clusters to common land which touches, or is very near, the homes which share it. Basic: be wary of the automobile; on no account let it dominate this land.



Pattern Language Legend

Orange indicates places where the pattern exist

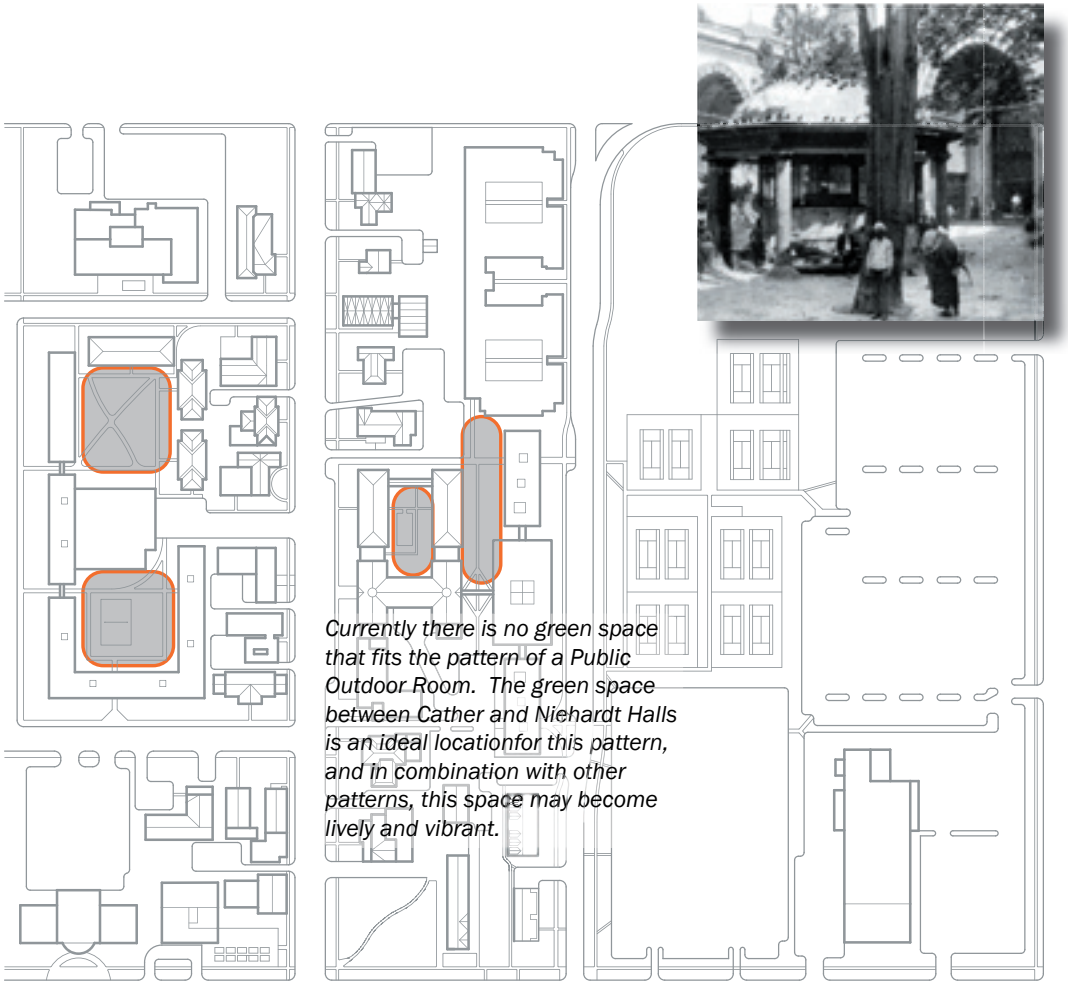
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern dose not exist.

Pattern:

69. Public Outdoor Room

In every neighborhood and work community, make a piece of the common land into an outdoor room - a partly enclosed place, with some roof, columns, without walls, perhaps with a trellis; place it beside an important path and within view of many homes and workshops.



Currently there is no green space that fits the pattern of a Public Outdoor Room. The green space between Cather and Niehardt Halls is an ideal locationfor this pattern, and in combination with other patterns, this space may become lively and vibrant.

Pattern Language Legend

Orange indicates places where the pattern exist

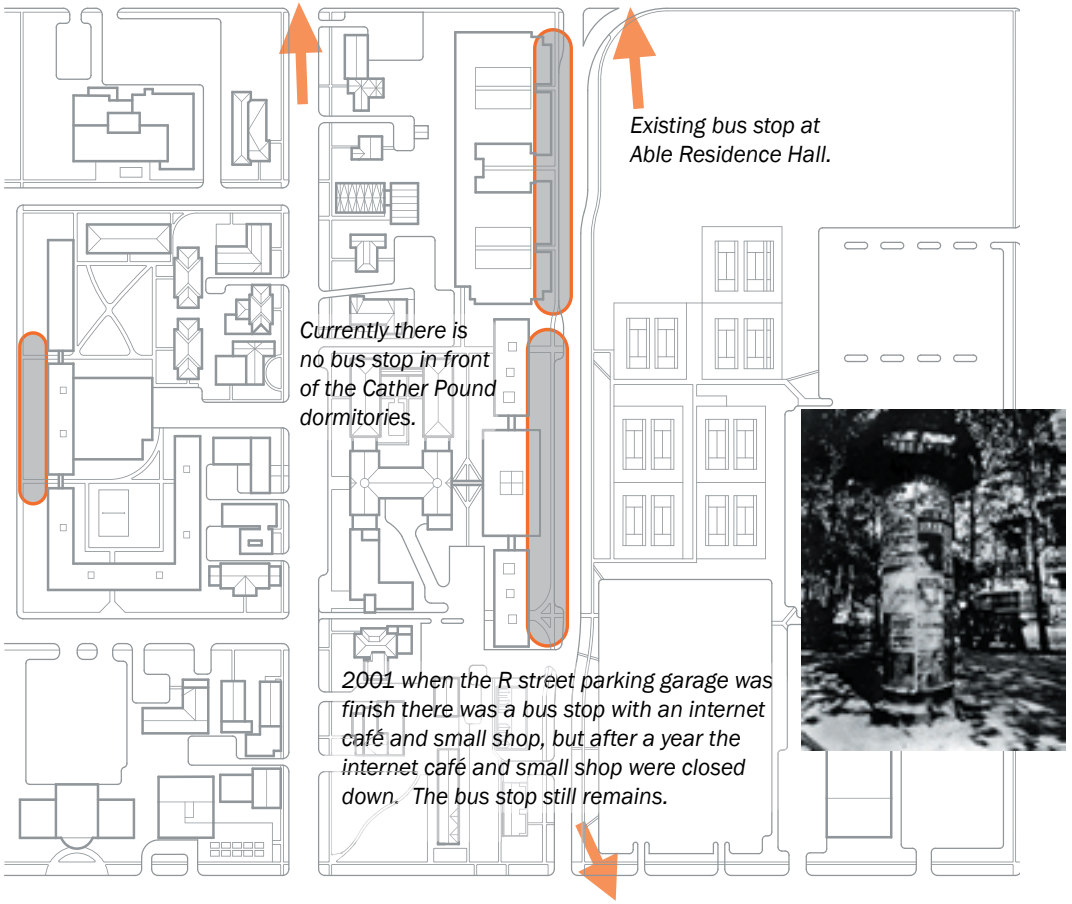
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

92. Bus Stop

Build bus stops so that they form tiny centers of public life. Build them as part of the gateways into neighborhoods, work communities, parts of town. Locate them so that they work together with several other activities, at least a newsstand, maps, outdoor shelter, seats, and in various combinations, corner groceries, smoke shops, coffee bar, tree places, special road crossings, public bathrooms, squares.



Pattern Language Legend

Orange indicates places where the pattern exist

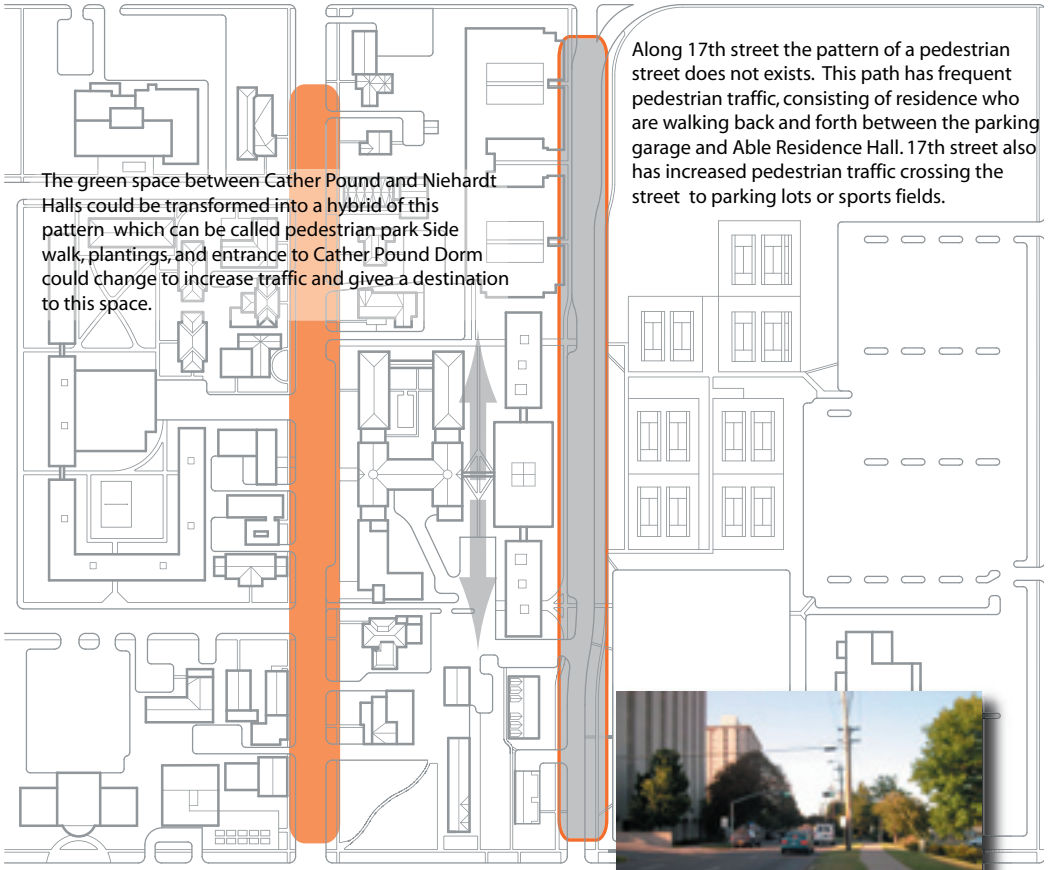
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

100. Pedestrian Street

Arrange buildings so that they form pedestrian streets with many entrances and open stairs directly from the upper stories to the street, so that even movement between rooms is outdoors, not just movement between buildings.



Looking north along 17th street

Pattern Language Legend

Orange indicates places where the pattern exist

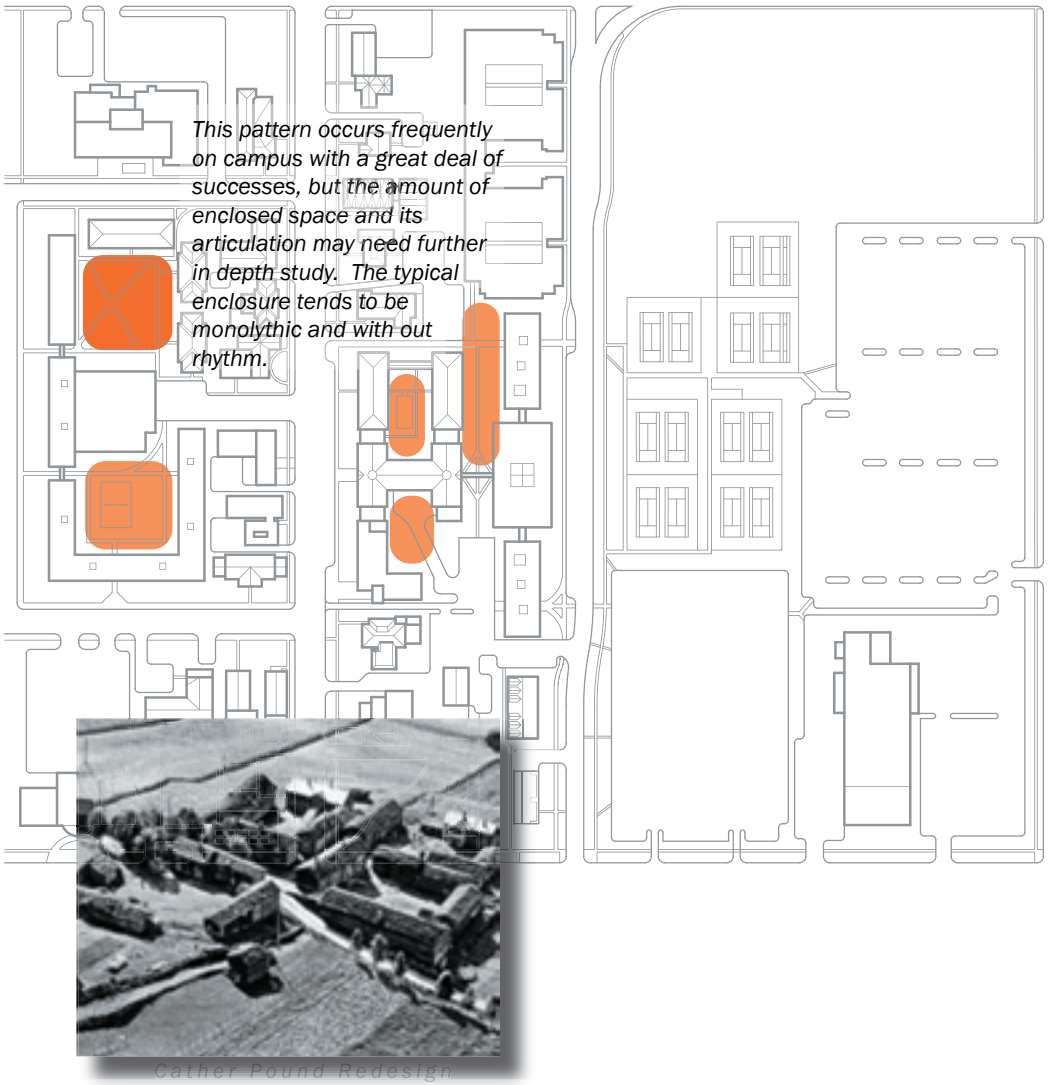
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

106. Positive Outdoor Space

Make all the outdoor spaces which surround and lie between your buildings positive. Give each one some degree of enclosure; surround each space with wings of buildings, trees, hedges, fences, arcades, and trellised walks, until it becomes an entity with a positive quality and does not spill out indefinitely around corners.



Pattern Language Legend

Orange indicates places where the pattern exist

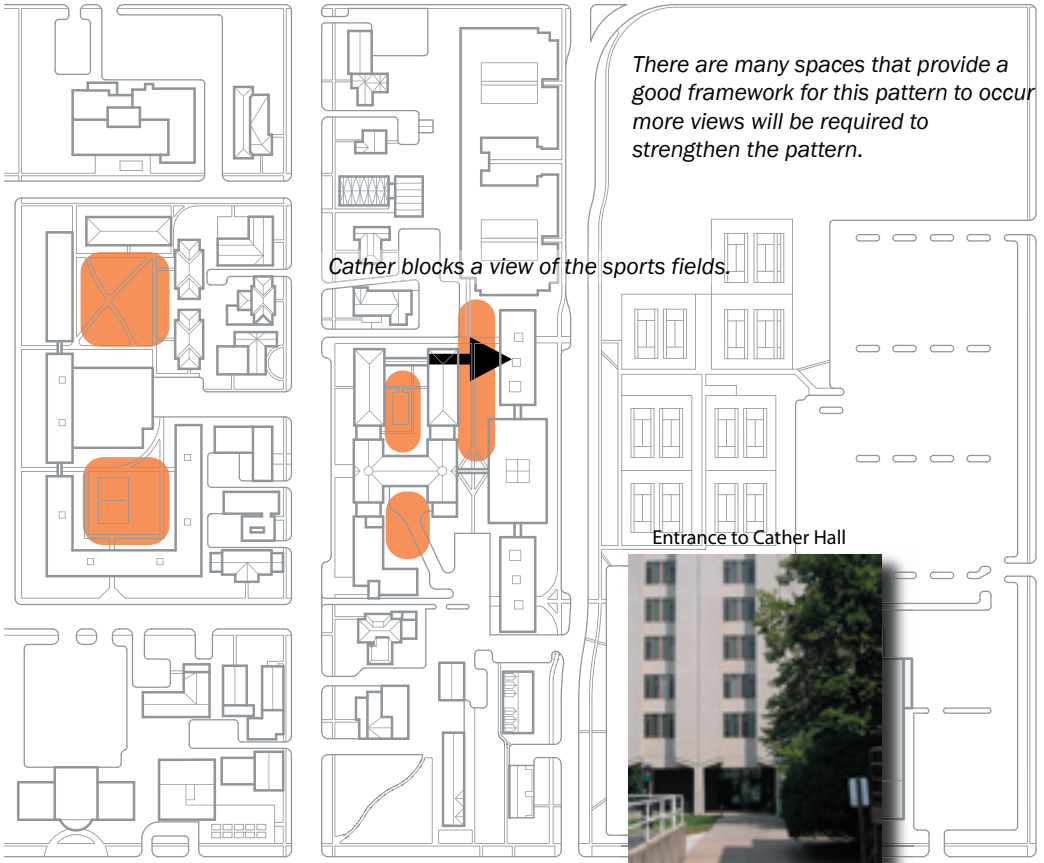
Light orange indicates places where the pattern exist, but may required some repair or alteration.

Grey indicates araes the pattern does not exist.

Pattern:

114. *Hierarchy of Open Space*

Whatever space you are shaping - whether it is a garden, terrace, street, park, public outdoor room, or courtyard, make sure of two things. First, make at least one smaller space, which looks into it and forms a natural back for it. Second, place it, and its openings, so that it looks into at least one larger space. When you have done this, every outdoor space will have a natural “back”; and every person who takes up the natural position, with his back to this “back,” will be looking out toward some larger distant view.



August 23, 2005

University of Nebraska Cather - Pound Lincoln

1. Do you live on a

_____ male floor _____ female floor

2. Why do you live in the Dorms?

_____ location _____ friends _____ cost _____ no other option available

3. What change would you like to see made to your dorms room?

_____lager room _____ more storage space

_____ new dining hall (similar to Selleck)

4. How do you feel about the dormitory in which you live?

_____ it feels like home _____ a place to sleep _____ a place where my friends are

5. Would you prefer to live in a

_____single room _____ double room _____ apartment style dorm room

6. Do you prefer

_____ built in furniture (what exists now at UNL)

_____ Movable furniture (allow you to layout your own room)

7. How do you feel about the noise level in the dormitories?

_____ I enjoy hearing what others are saying _____ it does not affect me

_____ the noise is too loud and I want to move out

8. Which one would you prefer to have in your dorm room?

_____a kitchenette _____ a bathroom

9. What causes you to choose the floor in which you live on?

_____ ease of access _____ views _____ friends _____the floor was assigned to me

10. How did you meet your college friends?

_____ in the dorms _____ through your major _____ friends from high school

_____ clubs _____ sports

Jason Seckman 402-472-9272

11. Most of my friends live

_____ on my floor _____ live on another floor _____ sorority or fraternity

12. When you and your friends get together, do you

_____ talk in the hallways _____ spend time in the lounges

_____ leave the dorms _____ hang out in someone's room

13. Where do you like to study?

_____ dorm room _____ library _____ union _____ lab/studio

14. Do you prefer to study

_____ in small groups _____ alone in dorm room

15. How do you use the lounges at Cather Pound?

_____ just to walk through _____ only when I am waiting for a friend

_____ study area _____ hanging out with friends

16. What do you do on weeknights?

_____ hang out with friends _____ study _____ work at a job

Other _____

17. Which is the most important aspect of your life? Number them from 1-4, with #1 being the most important.

_____ work _____ friends _____ school _____ other

18. During meal time, do you prefer to eat?

_____ with current friends _____ alone _____ grab and go _____ new friends

19. While dining, do you

_____ watch TV _____ like a quiet area _____ sit by a window

20. Where do you eat most of your meals?

_____ Cather Pound Neihardt _____ Selleck _____ Dorm room

Appendix D

Resident's Floors

Dormitory Room

Purpose:
This space will provide the resident with shelter where a person can have privacy.

Spaces per floor: 20 rooms maximum

Square Feet: at least 160 square feet

Specification:
Door should be a Split swing door that is 3 feet wide. Each room must contain all of the following: a bed, desk, chair, armoire, and dresser.

General Notes:
One room on each floor must be ADA compliant. All rooms should open out to a common space shared by two or more dormitory rooms. A kitchenette or bathroom may or may not be provided. The Resident Assistant's (RA) room should be centrally located to oversee the floor.

Common Space

Purpose:
A space where resident's can interact socially together on their floors.

Spaces per floor: 5-10 spaces

Square Feet: as needed

Specification:
A window allowing natural light into the space should be incorporated. Furnishings should include chairs or couches and one television with DVD player. Overhead lighting with a local switch to allow resident to adjust the level of illumination, depending on which activity will be accomplished in this space.

General Notes:
These spaces may be located in a residence's room or as an alcove in the hallway.

Bathrooms

Purpose:
Residents will be able to groom themselves and maintain their hygiene.

Spaces per floor: as needed

Square Feet: as needed

Specification:
Fixtures included in this space are sinks, toilets, and showers. Ventilation will be required in this space but an exterior wall is not necessary.

General Notes:
This space may be in combination with either a dorm room or common space. At last one bathroom per floor must be ADA compliant.

Laundry Room

Purpose:
This room will provide the resident with a place they will be able to wash and iron their clothes.

Spaces per floor: 1

Square Feet: less than 100 square feet

Specification:
Two stackable washer and dryers shall be located here along with a fold down ironing boards and electrical outlets.

General Notes:

Group Study Space

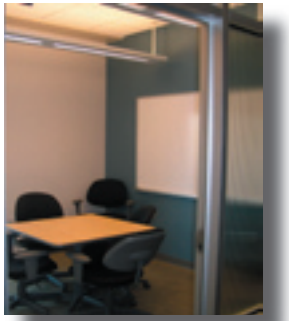
Purpose:
This space will allow students to work together in groups on their projects or studies.

Spaces per floor: 1-2

Square Feet: as needed

Specification:
Furnishing in this space should be a table with chairs that seats between 4-6 people and dry-erase board. This space should have large ventilated windows with blinds in order to let student control the environment. The walls should allow for acoustical separation from the rest of the dormitory floor.

General Notes:
This space may double as place for floor function to occur.



Individual Study Space

Purpose:
To allow for student to study intensely free from distraction.

Spaces per floor: 1-2

Square Feet: as needed

Specification:
Furnishing in this space should be individual desks that block views of other allowing for privacy. This space should have large ventilated windows with blinds in order to let student control the environment. The walls should allow for acoustical separation from the rest of the dormitory floor.

General Notes:

Elevator Lobby

Purpose:
To provide a space where resident get off or wait for the elevators.

Spaces per floor: 1 per elevator grouping

Square Feet: 36-48 square feet

Specification:
The walls should be made of a self healing material (a pin up board).

General Notes:
There might want to be two chairs or a coach to sit in when waiting for the elevators.

Hallway

Purpose:
To allow resident access to their rooms without passing though other adjacent spaces.

Spaces per floor: as needed

Square Feet: 4-5 ft wide and as long a needed

Specification:
Operable windows will be located at both ends of hallways to allow for cross ventilation of the resident floors.

General Notes:
There maybe a gentle curve to hallways blocking views from one end to the other allowing for greater privacy. When possible natural sunlight and ventilation should be used in to this space.

Maintenance Closet

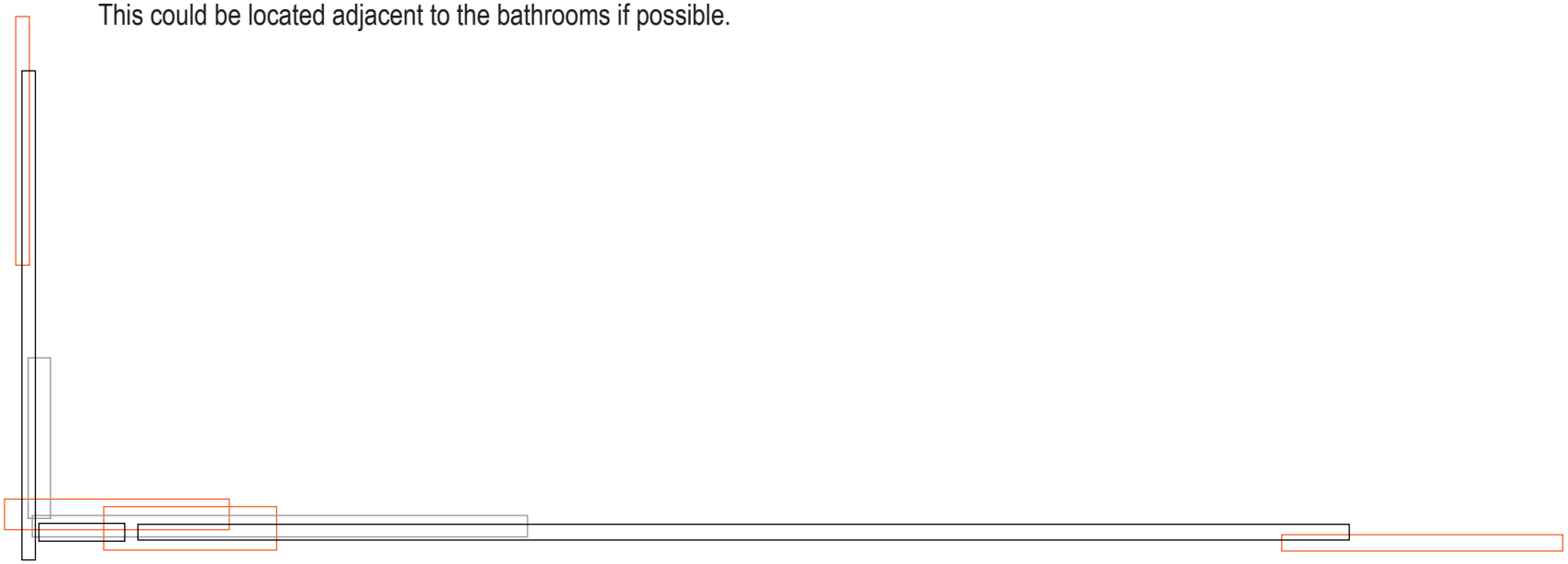
Purpose:
To store cleaning supplies for the Cather Pound staff.

Spaces per floor: 1

Square Feet: 24-32 square feet

Specification:
There should be a floor sink allowing for dirty mops to be washed. Shelving or cabinets will help organize supplies. A lock on the door will stop items from walking off.

General Notes:
This could be located adjacent to the bathrooms if possible.



Dormitory Entrance

Purpose:
To provide an entry to the facility, along with denoting security.

Number of Spaces: 1

Square Feet: as needed

Specification:
One exterior glass door and one interior glass door that create an air lock system. The interior door should have a locking system that allows for only the residents who live there to enter.

General Notes:
This entrance maybe located away from major pathways to campus.

Front Desk of Residence Hall

Purpose:
To provide a sense of security and to act as concierge for the resident of the hall.

Number of Spaces: 1

Square Feet: 100 maximum square feet

Specification:
The primary element of this space is a counter top that the desk worker will sit behind. A restroom will be needed to attach to this space allowing for workers to maintain a visual field over the entrance at all times. This space should also incorporate the backside of the slot mail boxes.

General Notes:
Views from this space maybe to the front doors, elevator lobby, mailboxes, and main lobby area.

Main Lobby

Purpose:
To provide a space for residence to come together and interact socially in a public space.

Number of Spaces: 1

Square Feet: 300 square feet

Specification:
This space will have couches to provide seating for residence and a television with a DVD player. A window to provide natural lighting is necessary.

General Notes:
This space could be located on the street side of the dormitories so students can see if rides are there.

Group Study Space

Purpose:
A study space for non residence of the dorm to join peers in study groups.

Number of Spaces: as needed

Square Feet: as needed

Specification:
Furnishing in this space should be a table with chairs that seats between 4-6 people and dry-erase board. This space should have large ventilated windows with blinds in order to let student control the environment. The walls should allow for acoustical separation from the rest of the dormitory floor.

General Notes:
This space may double as a communal space for residence to gather for social activities.

Restrooms

Purpose:
A space to allow for residence/visitors to perform their bodily functions.

Number of Spaces: *1 male and 1 female*

Square Feet: *200 square feet each*

Specification:
Fixtures included in this space are sinks and toilets. Ventilation will be required in this space but an exterior wall is not necessary.

General Notes:
This space will need to be ADA compliant.

Vending Machines

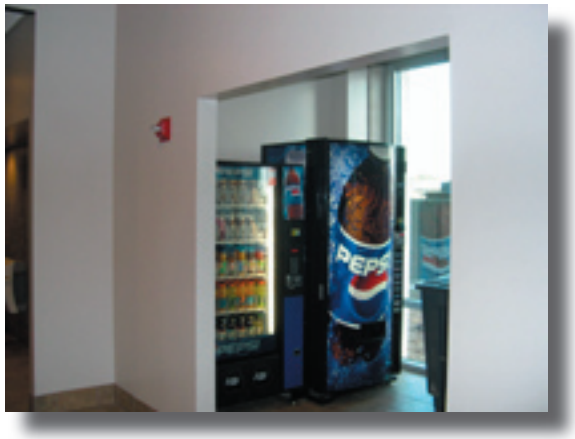
Purpose:
A space to provide residence with snacks at all hours of the day and night.

Number of Spaces: *1*

Square Feet: *as needed*

Specification:
This space should provide room for 4 vending machines and a recycling station for waste materials.

General Notes:
This space may be treated as an alcove or a large hallway. It should be adjacent to the elevator lobby so the student has easy access to the machines.



Residence Director's Office

Purpose:
A space where the day to day operations of the Cather Pound Dorms can be maintained.

Number of Spaces: 1

Square Feet: 100 maximum square feet

Specification:
Furnishings in this space should include a desk and a chair. Views to the front door should be incorporated into the design.

General Notes:
Access to the Residence Director's apartment maybe considered.

Residence Director's Apartment

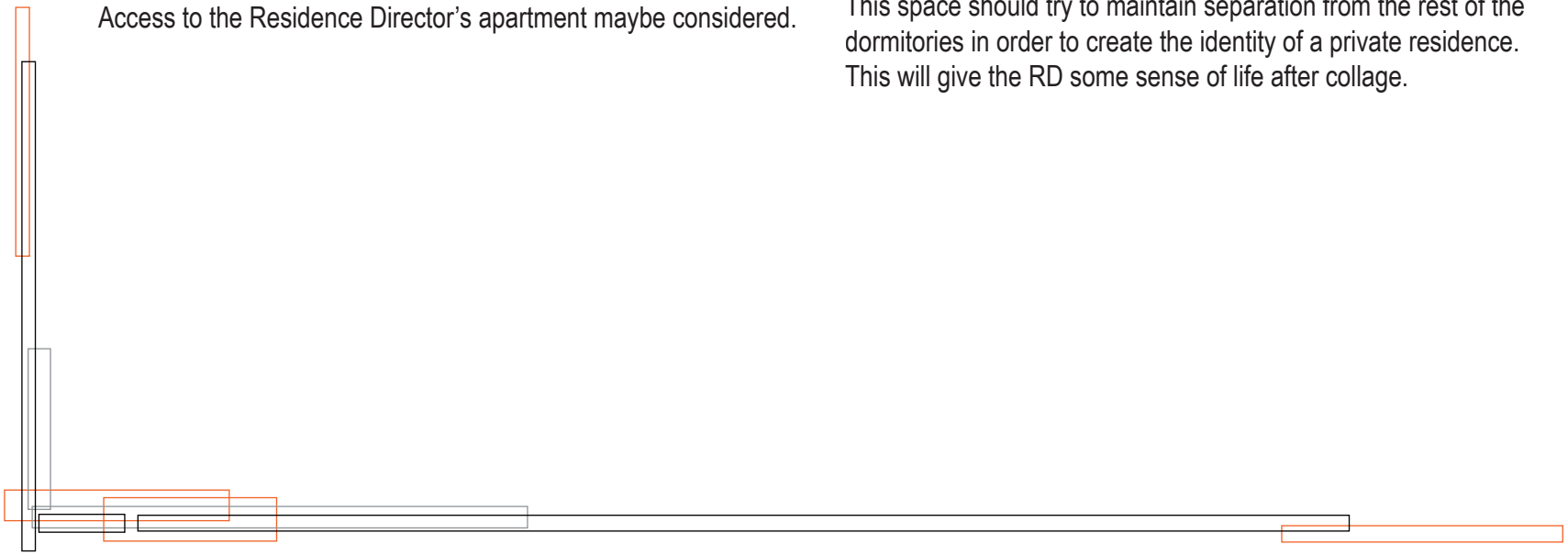
Purpose:
A living space for the Residence Director that provides privacy from their public life.

Number of Spaces: 1

Square Feet: 400 maximum square feet

Specification:
This space will have amenities such as full bathroom, full kitchen with dining space, bedroom, entry space, and family room.

General Notes:
This space should try to maintain separation from the rest of the dormitories in order to create the identity of a private residence. This will give the RD some sense of life after collage.



Elevator Lobby

Purpose:
To provide a space where resident get off or wait for the elevators.

Number of Spaces: 1

Square Feet: 300 maximum square feet

Specification:
The material of this space need to be durable due to the high traffic area. A bulletin board will be hung so residents know the weekly activities of the dorm and college.

General Notes:
A visual barrier can be placed between the lobby and the entrance discouraging non residence from using the elevators.

Mail Box Space

Purpose:
A point in which residents can collect their mail and pick up a newspaper.

Number of Spaces: 1

Square Feet: 200 square feet

Specification:
This space will include one mailbox per room, the room key will be used to obtain access. A recycling station will be here for junk mail and old newspapers. A bulletin board will be hung so residents know the weekly activities of the dorm and college.

General Notes:
This space maybe treated as an alcove off of the main entrance, furnishings such as a chair and couch for chance encounters to occur.

A Review of Dorms at Berkeley: An Environmental Analysis

In order to formulate the direction of my thesis, I have reviewed a case study entitled Dorms at Berkeley: an environmental analysis by Van Der Ryn and Silvertein. In this case study, issues were discussed including: The Institutional Syndrome, Personal Environment, Social Environment, Study Environment, Meals and Snacks, and the Intellectual Environment.

Institutional Syndrome

According to Van Der Ryn and Silverstein, "Institutionalism is the signs and symptoms occurring together that characterizes what's wrong with the dormitory environment" (Van Der Ryn 23). This syndrome results in a lack of individual choices for the resident. The authors tried to uncover the underlying reasons for the student's discontent with their environment. The result was a uniform living pattern for the students and a desire to break away from this pattern.

Personal Choice

"Since students have different needs, attempts to create a single, standardized, ideal environment works to everyone's disadvantage" (Van Der Ryn 24). Decisions about how one lives their lives, when they come and go, what time they will study, who will visit, when and for how long are all personal choices that residents expect to have when moving out of their parent's home and into dormitories. Van Der Ryn and Silverstein state that there are two sets of factors that student complaints center around. The first complaint is access by others cannot be controlled. Feelings of a lack of privacy and solitude are not obtained by residents because of the communal system of the dormitory. The second complaint is the inflexibility inherent in the room design. Space cannot be rearranged to facilitate the student's needs. The authors theorize that rules and regulations of the administration pose conflict in the student administration relationship. Administration looks at student housing versus student living. The real needs of both parties need to be taken into consideration when housing students in dormitories.

Space and Use

The authors state "universities are building too much of the wrong kinds of space" (Van Der Ryn 26). Space is poorly programmed and of little use in some areas in the dormitories. For example, large spaces thought to be used as lounge spaces rationalized by housing administrators are not used at all. Typically, the arrangement of the furniture is in a formal setting not allowing for intimate conversation and a comfortable place to study. These lounges appear to be furniture show cases for the parents of the dormitory residents. Van Der Ryn and Silverstein suggest it makes sense to design a space just for spontaneous socializing.

Ideal Student

Van Der Ryn and Silverstein refer to a study done by Burton Clark and Martin Trow, Determinants of College Student Subcultures to highlight the need of administrators to take into account the various subcultures on a given campus when considering the need for student housing. It was found that there are four representative groups on a college campus. These groups are the academic, collegiate, non-conformist and the vocational students. The academic is an individual who typically has a strong work ethic, and can be found to

use the libraries, computer labs and studios. These students typically form bonds with faculty because of their desires to succeed in their academic careers. The collegiate student embodies the entire college life. They belong to numerous social groups, have school pride, and attend athletic events. Typically, these students may be in involved in school government allowing them to interact with others. This type of student is not going to ask the faculty for help and will do minimal work to achieve their success. The nonconformist is strong in their style of dress, symbols, speech and attitude. These students spend time being a separate individual from the general student population. The vocational student is in college to get an education in order to move on to the professional world where what they deem as the real learning begins. These students are hard working but interaction with faculty is kept to a minimum. Typically, they hold down jobs during their college life and see the university as a place to learn, not socialize.

The typical dormitory is a poor place for intense private study (Van Der Ryn 28). Of the four groups, Van Der Ryn and Silverstein describe the collegiate student as least affected by this condition; the vocational student will work in his or her lab or studio, less likely to use the dormitory as a study center. The academic student because of the nature of involvement in their studies, finds it difficult to study in the dormitories due to scheduled eating times, demands on conformity thus stifling the creative and academic passion of these individuals. The author suggests the need for independence, a diversity of activities and friends are characteristic of successful student living. They also state that in the search for these conditions is what drives many students out of the dormitories.

Personal Environment

According to Van Der Ryn and Silverstein's research of student activity logs and questionnaires, one third of student's waking hours were spent in their rooms. The total time spent in dormitory rooms was greater than anywhere else. The authors attended a workshop discussing life in the residence halls, with keynote speaker Sociologist Martin Trow who stressed that there are five functions he saw necessary for dormitories. Essentially, the opportunity to have a place to be alone, the actuality of being alone in that place, to think, read, and to work (Van Der Ryn 31). The authors also found that when personal space characteristics are not available, problems resolve. Identifying with a particular space for a resident is especially hard in large, urban campuses. There needs to be a space the student can identify with and call home. Van Der Ryn and Silverstein suggest that "the greatest single deterrent to adequate privacy is the sharing of less than 200 square feet for 35 weeks" (Van Der Ryn 32). Noise was noted as a great reason for a lack of privacy. Rooms are located across from lounges, elevators, and restrooms. The rooms at the end of the halls seem to be quieter and residents experience fewer interruptions. "Student rooms should be designed so that residents can make non-permanent changes" stated Van Der Ryn and Silverstein. They go on to say, an easy solution would be constructing walls of a material allowing students to hang posters and cultural items. It was discovered that students tend to rearrange furniture as often as once every ten weeks. Although in a double occupancy room, roommates tried to create their own territory, escaping the other roommate's field of vision seeking

special isolation. Students sharing rooms prefer not to be observed by their roommate.

Social Environment

Van Der Ryn and Silverstein state "The residence hall should provide the potential for isolation and encourage independent thinking and work: at the same time it should make possible a variety of social communities based on both interests and spatial location; the students' social and intellectual lives should mesh and the building form ought to facilitate that relationship" (Van Der Ryn 41). When the authors looked at students groups they saw the need to understand the dynamics of a dormitory floor. Several students formed smaller groups of 3-4 students on each floor all becoming part of the larger floor group. This made up the dormitory floor community. These smaller groups on the floor were not confined to the same members. The students tend to float in and out of the smaller groups. Van Der Ryn and Silverstein also noted that commitments of work loads, class schedules and the overall structure of the small groups were factors which led to the tendency to move from one group to another. Participation in small group activities varied just like the membership of these small groups. The factors of group membership and participation affected the group identity. The stronger the group identity the stronger the community would become on the dormitory floor. These groups would begin to represent the dormitory floor and the association of different floors with different personalities. The authors discuss function distance and the relationship of social interaction. "Functional distance (i.e. nearness + opportunity for contact) was found to be a reliable index for the frequency with which meetings occurred in the bathroom and corridors" (Van Der Ryn 44). The common use of the corridor and proximity of room location made casual meetings inevitable. Students used the nod method of communication versus feeling obligated to exchange verbal greetings.

Study Environment

"Next to shelter and community, a suitable study environment is the most important qualitative criterion for college housing" (Van Der Ryn 47). Study sessions occupy more time than any other single activity for the students. Van Der Ryn and Silverstein state according to the study, Student Reactions to Study Facilities by Committee for New College, a sample of 400 students at four eastern colleges showed that students spent about six hours a day studying. It was important for administration to realize the time spent studying should give the largest return on the students invested time and energy. They also thus concluded that the quality of intellectual effort is related to the environment in which the work is done. The "quiet hours for study" was a good advertisement for dormitory selection but the unsatisfactory condition that existed was a detriment to the quality of study that took place. Students expressed desires to study alone and in small groups. Forty three percent of the students at Berkeley found studying alone "extremely desirable" while only eight percent felt the same about studying with two or three others (Van Der Ryn 48). Personal privacy, outside noise and interruptions were all factors in hindering the ability for the student to study in the double occupancy dormitory rooms. Equipping a room for study was also addressed by Van Der Ryn and Silverstein. They found that most students used the bed or the floor rather than the desk. The

reason given was the desk provided room for personal storage rather than being large enough for a study space. "Investigation revealed four types of study behavior in addition to the intense individual variety" (Van Der Ryn 50). These include casual study, waiting-for-something-to-happen study, small group study and intense study out of the room. The casual study is characterized by students seeking a leisurely space to study but keeping in contact with their social group via instant messaging their friends with the computer or cell phone. This type of studying may take place outside under a tree or sitting at the union near the fountain. The waiting-for-something-to-happen-study is having social interaction along with study time. More social time is accomplished versus study time. Small group study consists of about 3-7 students. They like an isolated space to swap class information among each other. This type of studying occurs when there are group projects and studying for tests. Intense study out of the room involves students removing themselves from the influence of others allowing them to the task at hand. This is done in libraries or any other isolating space which allows the student to focus on their studies. Preferences between types vary according to a student's personality, work habits, major, and available facilities (Van Der Ryn 50).

Meals and Snacks

On the initial interview of students by Van Der Ryn and Silverstein, the students confirmed that the meals at Berkeley were of poor quality and lacked diversity in the menu. The authors found that food service is written into the dormitory contract with students paying in advance for three meals a day, served at fixed times in the dining hall. The next complaint was the fixed meal times. The times never meshed with the students who were interviewed. The students stated they had academic and social commitments which interfered with the fixed meal times. Thus students skipped meals which were previously paid. Van Der Ryn and Silverstein discovered five distinct eating patterns. These are gorge and go, casual dining-making new friends, the intimate conversation with a friend, solitary meals while reading and snacking, the gorge and go students were in a hurry and wanted a quick meal. Students who were the causal diners making new friends felt a social importance to meal time. The students who desire the intimate conversation with friends desire the need to occasional quiet, leisurely meals and conversation with a girl friend or a buddy. Solitary meals while reading provide this student with an unhurried atmosphere and adequate reading light. Students proclaimed the coffee bar as an excellent choice. The snacking student likes to get a bite to eat at any time of day or night without being necessarily dressed for the public.

Conclusion

Van Der Ryn and Silverstein concluded that some invariant relationships express connections between human needs and the physical environment. These may be physiologically, psychologically, or culturally based. "Design problems result when needs are not readily accommodated by the environment and can find no adaptive outlet" (Van Der Ryn 88).

See [Appendix A] for a comparison between the Cather Pound Residence Halls and the Berkeley Dormitories.

Jones Dormitory Redesign Review

In preparation for the redesign of the Cather and Pound dormitories the issue of suites verses corridors is of great importance. In the late 1970's three social scientists Baum, Valins, and Davis studied this architectural difference in terms of social and physical density. The study was performed in Hartford, Connecticut at Trinity College Jones Dormitory. Previous work, existing dormitory conditions, and controlled case studies were taken into account to conclude that suite style dorms are the preferred condition.

The researchers began there research by looking at animal behavior. A report on deer populations that had died of stress on an overpopulated island indicated a distinct connection between stress and overcrowding. An attempt to connect this to a human urban environment failed due to a lack of variable control and distinction of types of overcrowding. Types of physically density can evoke varied responses in individuals both positive and negative. Observations of sporting events, concerts, and similar situations showed that physical density (population and square footage) does not have a positive or negative connotation to the general population.

Social density on the other hand has distinct problems. Baum and Davis site other studies that highlight "stimulus overload". This is a condition common in urban environments where people have so many social stimuli that they cannot possibly respond to them all. Individuals must choose to react to particular stimuli and ignore others in order to reduced stress.

Because urban environments are hard to study due to the overwhelming amount of variables, the researchers chose to use the dormitory as a more controlled environment. This somewhat eliminates factors such as location and economic standing. The transition of living with a typical family of four to living in less space with a group of forty other strangers causes the development of individual coping strategies that either eliminate stress or fail and causes stress.

Baum and Valins studied random dorm situations of corridor layouts verses suite style accommodations. There finding indicated that these two arrangements over the course of a school year significantly effected the residence perception of "crowded" and how they interacted with others.

To test these finding the researchers set up a controlled study at Trinity College where they converted dorm floors to suite style from the traditional corridor arrangement. The goal was to "reduce crowding stress by architectural modifications to reduce residence group sizes on a long corridor floor incorporating several of the same forms used in there original research".

They performed surveys of random students at three different times during the course of the year. There was no difference at the beginning, but after prolonged exposure to the two different types of living conditions they found that students living on traditional floors felt more crowding stress than those who lived on the suite style floors. There were less small groups and fewer close relationships amongst floor mates. In contrast on the suite style floor, there was far less social crowding. Students did not tend to withdrawal and felt that

they were in control of their surroundings.

Random participants from these floors were chosen to be observed in laboratory situations to see if the living accommodations affected only their actions on the floor or elsewhere. It showed a distinct discomfort in public waiting situations outside the realm of the floor, and it even affected their inner urge to keep trying when given the opportunity.

While Baum, Valins, and Davis believed their study proved the success of smaller dormitory floors, they also realized the limitation of the findings. The case study was performed at a small liberal arts college amongst woman only. This negates its credibility to have broad application amongst more diverse groups.